

Tennessee Health Education and Lifetime Wellness Standards, Grades K-12

The Tennessee Health Education and Lifetime Wellness Standards are divided into three (3) parts to represent each of the following grade bands: Grades K-5, Grades 6-8, and Grades 9-12. Each set of standards was written by teams of Tennessee health education teachers and higher education faculty, as convened by the Tennessee Department of Education.

The Health Education and Lifetime Wellness Standards represent the knowledge or behavioral outcomes of a student at the completion of a grade or course. Creating developmentally appropriate learning experiences that meet the standard is the responsibility of the health education teacher and in alignment with school district documents. Each standard is observable and measurable and therefore can be assessed.

To most effectively use this document, the following are key definitions or descriptions in reference to the format:

Component: a grouping of similar knowledge or behaviors. Each set of standards has five (5) components specific to the grade level or course. See the introduction provided within each document for further explanation.

Subcomponent: a more refined grouping of similar knowledge or behaviors within a component. Each subcomponent is identified by a title. Each example below is specific to a grade level document:

Grades K-5 example: "Subcomponent: Nutrition," found in Component 1: Personal and Community Wellness, groups the standards specific to nutrition.

Grades 6-8 example: "Subcomponent: Prevention," found in Component 3: Safety and Prevention, groups the standards specific to prevention.

Grades 9-12 example: "Subcomponent: Mental," found in Component 2: Mental, Social, & Emotional Health, groups the standards specific to Mental Health.

Standard: a described knowledge or behavior as listed within a subcomponent and grade level. Each example below is specific to a grade level document:

Grades K-5 standard example: Standard 1.DP.3 "Demonstrate healthy personal hygiene practices (e.g., hand washing, shampooing, flossing)." This standard is applicable to grade 1 (1), located in the Disease Prevention (DP) component, and the third (3) standard listed for that given component.

Grades 6-8 standard example: Standard 6.SUA.1 "Identify differences between legal and illegal prescription drug use." This standard is applicable to grade 6 (6), located in the Substance Use and Abuse (SUA) component, and the first (1) standard listed for that given component.

Grades 9-12 standard example: Standard HS.PW.2 "Evaluate personal nutritional and energy needs." This standard is applicable to the high school (HS) lifetime wellness

course, located in the Personal Wellness (PW) component, and the second (2) standard listed for that given component.

Component Extension: an idea to further challenge students in a particular subcomponent, found only in the Grades 9-12 standards.

Tennessee Health Education Standards, Grades K-5

The Tennessee Health Education Standards Grades K-5 document is divided into five components: Personal Wellness (PW); Mental and Emotional Wellness (EW); Disease Prevention (DP); Safety (S); and Human Growth and Development (HGD).

Key Ideas:

- 1) The Tennessee Health Education Standards Grades K-5 state skills, knowledge, and behaviors students should demonstrate at each grade level.
- 2) Each component is divided into subcomponents as a means to organize similar standards.
- 3) The standards need not be taught in the order presented. The component and subcomponent numbers are only for organization and identification.
- 4) The standard is the action, knowledge, or behavior expected (e.g., 2. PCW.1 Describe the importance of healthy meals and snacks).

Component: Personal and Community Wellness

Subcomponent: Nutrition

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------|--|---|---|--|---|--|
| PCW.1 | K.PCW.1 Identify food as a source of energy and growth. | 1.PCW.1 Identify the basic food groups and examples. | 2.PCW.1 Describe the importance of healthy meals and snacks. | 3.PCW.1 Describe the benefits of drinking water as the main fluid source. | 4.PCW.1 Use USDA guidelines to identify a variety of foods for a healthy diet. | 5.PCW.1 Identify how unhealthy food choices and physical inactivity contribute to the development of chronic diseases. (e.g., high B/P) |

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------|---|--|--|---|---|--|
| PCW.2 | K.PCW.2 Identify healthy food items versus unhealthy food items. | 1.PCW.2 Describe a healthy meal using the basic food group. | 2.PCW.2 Identify the appropriate amount of water to drink each day. | 3.PCW.2 Describe the consequences of consuming excessive sugary beverages. | 4.PCW.2 Create a healthy meal plan based on USDA guidelines. | 5.PCW.2 Describe the pros and cons of drinking various types of beverages (milk, juice, water, etc.). |

Component: Personal and Community Wellness
Subcomponent : Physical Activity

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------|---|---|---|--|---|---|
| PCW.3 | K.PCW.3 Identify the importance of participating in the recommended one hour of daily physical activity and importance of sleep. | 1.PCW.3 Identify physical activities used in daily life that promote healthy living. | 2.PCW.3 Describe the importance of choosing active versus non-active leisure activities. | 3.PCW.3 Identify personal physical activity goals needed to achieve overall wellness. | 4.PCW.3 Identify how unhealthy food choices and physical inactivity contribute to the development of chronic diseases. | 5.PCW.3 Implement a wellness routine (e.g., physical activity, adequate rest and sleep). |

Component: Personal and Community Wellness
Subcomponent : Community and Environment

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------|--|---|--|---|--|--|
| PCW.4 | K.PCW.4 Identify items that you can reduce/reuse/recycle. | 1.PCW.4 Identify the importance of reduce/reuse/recycle practices. | 2.PCW.4 Identify steps you can take to reduce/reuse/recycle in your home. | 3.PCW.4 Describe different types of pollution and their environmental effects. | 4.PCW.4 Identify ways the environment affects a person's physical health. | 5.PCW.4 Identify resources and facilities in the community that promote healthy living. |

| Component: Emotional Wellness | | | | | | |
|--------------------------------------|---|---|--|--|--|---|
| Subcomponent: Mental Health | | | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| EW.1 | K.EW.1 Explain that feelings can be expressed in different ways. | 1.EW.1 Define choices and consequences. | 2.EW.1 Explain what it means to be emotionally and mentally healthy. | 3.EW.1 Evaluate various influences on decision making. | 4.EW.1 Identify the positive ways that peers and family members show support, care, and appreciation for one another. | 5.EW.1 Identify positive and negative stress. |
| Component: Emotional Wellness | | | | | | |
| Subcomponent: Social Health | | | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| EW.2 | K.EW.2 Describe and practice situations when it is appropriate to use "Please," "Thank You," "Excuse Me," and "I'm Sorry." | 1.EW.2 Name and describe qualities and characteristics that make all individuals unique. | 2.EW.2 Identify the importance of developing and maintaining healthy relationships. | 3.EW.2 Demonstrate the various ways that feelings can be expressed. | 4.EW.2 Explain how peers, family, and media influence personal thoughts, feelings, and healthy behaviors. | 5.EW.2 Identify questions to ask during the process of making a choice ("Do I show respect for myself and others?"). |

| Component: Emotional Wellness | | | | | | |
|--|---|---|--|--|--|--|
| Subcomponent: Family | | | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| EW.3 | K.EW.3 Identify a trusted adult to consult before making a choice. | 1.EW.3 Identify characteristics of a responsible family member. | 2.EW.3 Identify various family structures. | 3.EW.3 Identify ways children can contribute to healthy family life. | 4.EW.3 Identify how changes in the family can influence emotions. | 5.EW.3 Understand that cultural differences exist and influence emotions. |
| Component: Disease Prevention | | | | | | |
| Subcomponent: Blood Borne Pathogens | | | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| DP.1 | K.DP.1 Define and discuss blood borne pathogens (i.e., germs). | 1.DP.1 Identify situations where you could come in contact with blood borne communicable pathogens (e.g., school, home, playgrounds, automobile and recreational accidents). | 2.DP.1 Explain the importance of finding a responsible adult when an accident occurs. | 3.DP.1 Identify personal protective equipment and its main functions. | 4.DP.1 Explain the importance of using personal protective equipment while attending to others who are injured. | 5.DP.1 Describe and demonstrate how to properly care for an individual whose bodily fluids could contain blood borne pathogens (e.g., proper wound care, cleaning methods, and disposal). |

| Component: Disease Prevention | | | | | | |
|---------------------------------------|--|--|--|---|--|---|
| Subcomponent: Personal Hygiene | | | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| DP.2 | K.DP.2 Identify the importance of healthy and unhealthy personal hygiene. | 1.DP.2 Explain the importance of not sharing personal hygiene items (e.g., toothbrush, combs, brushes). | 2.DP.2 Identify and define common pathogens that affect personal hygiene. | 3.DP.2 Identify the consequences of not maintaining appropriate oral and personal hygiene. | 4.DP.2 Describe how personal hygiene can positively/negatively affect social interactions with peers. | 5.DP.2 Describe the effects of puberty on hygiene practices. |
| DP.3 | K.DP.3 Identify proper hygiene skills (e.g., hand washing, shampooing, flossing, etc.). | 1.DP.3 Demonstrate healthy personal hygiene practices (e.g., hand washing, shampooing, flossing, etc.). | 2.DP.3 Describe ways through which common pathogens can enter the body. | 3.DP.3 Describe the importance of regular dental visits to maintain good oral health. | 4.DP.3 Identify daily hygiene needs and where products can be located (e.g., store, nurses, clinics). | 5.DP.3 Identify that additional personal hygiene is needed during puberty. |

| Component: Disease Prevention | | | | | | |
|---|---|--|---|---|---|--|
| Subcomponent: Communicable and Non-Communicable Diseases | | | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| DP.4 | K.DP.4 Identify common pathogens (i.e., germs) such as cold, flu, strep, or gastrointestinal and methods of preventing their spread. | 1.DP.4 Identify communicable and non-communicable diseases. | 2.DP.4 Explain the differences in communicable and non-communicable diseases. | 3.DP.4 Identify the mode of transmission for various pathogens that cause communicable diseases. | 4.DP.4 Identify prevention strategies for not spreading pathogens (e.g., vaccines, staying home with fever). | 5.DP.4 Explain how viruses and bacteria affect the immune system and impact health. |
| Component: Safety | | | | | | |
| Subcomponent: Social Media | | | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| S.1 | K.S.1 Identify examples of media and social media and how they can be linked to safety. | 1.S.1 Define media sources and how they are used at home, school, and in the community. | 2.S.1 Describe the basics of online safety (not disclosing personal information, not informing others you are home alone, etc.). | 3.S.1 Identify how to report online bullying, threatening situations, or inappropriate content. | 4.S.1 Describe ways social media can influence personal health. | 5.S.1 Analyze the positive and negative influences of social media on personal and family health. |

Component: Safety
Subcomponent: Bullying

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------|---|---|--|--|---|--|
| S.2 | K.S.2 Identify positive and Negative communication among peers, family, and community. | 1.S.2 Recognize the characteristics of bullying. | 2.S.2 Identify bullying situations. | 3.S.2 Explain the importance of telling a trusted adult about a bullying situation. | 4.S.2 Differentiate between situations to accurately determine the difference between a disagreement and bullying. | 5.S.2 Develop strategies that decrease bullying situations. |

Component: Safety
Subcomponent: Sun Safety

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------|---|---|--|--|---|--|
| S.3 | K.S.3 Recognize that sun exposure can be harmful to your skin. | 1.S.3 Identify proper ways to reduce sun exposure (e.g., sunscreen, long sleeves, hat, time of day). | 2.S.3 Understand the health risks that are associated with excess sun exposure. | 3.S.3 Demonstrate proper ways to reduce sun exposure (e.g., sunscreen, long sleeves, hat, time of day). | 4.S.3 Describe ways to reduce sun exposure in your life and the lives of family and friends. | 5.S.3 Understand the relationship between sun exposure, tanning beds, and family history to the development of disease and illness. |

| Component: Safety | | | | | | |
|---|---|---|---|--|---|---|
| Subcomponent: Hazardous Substances | | | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| S.4 | K.S.4 Explain why medicines are used. | 1.S.4 Describe the appropriate and inappropriate roles of medicine in keeping people healthy. | 2.S.4 Identify trusted adults at home and beyond who can distribute medication for its intended use. | 3.S.4 Identify the consequences of using tobacco products, alcohol, and other hazardous substances. | 4.S.4 Practice refusal skills to avoid hazardous substances. | 5.S.4 Describe the harmful short-term and long-term effects of alcohol, tobacco, and other hazardous substances. |
| S.5 | K.S.5 Explain that medicine can be helpful or harmful. | 1.S.5 Recognize the proper use of common household products (e.g., over-the-counter meds, cleaners, gas, markers). | 2.S.5 Identify the consequences of smoking, second-hand smoking, and environmental tobacco smoke. | 3.S.5 Identify the consequences of using hazardous substances (e.g., alcohol, tobacco). | 4.S.5 Predict the benefits of refusing hazardous substances and how they contribute to overall health. | 5.S.5 Explain how using hazardous substances (e.g., alcohol, tobacco) can adversely impact bodily systems. |
| S.6 | K.S.6 Explain over-the-counter medicines. | 1.S.6 Explain when prescription medicines should be taken. | 2.S.6 Describe potential risks associated with use of over-the-counter medicines. | 3.S.6 Identify family and school rules about medicine use. | 4.S.6 Explain how to read a label. | 5.S.6 Explain how to understand dosage. |

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------|--|---|--|---|--|---|
| S.7 | K.S.7 Explain prescription medicines. | 1.S.7 Demonstrate effective ways to say “no” when offered medicine or other drugs by someone other than a trusted adult. | 2.S.7 Describe harmful effects of the misuse and abuse of prescription medicines. | 3.S.7 Explain the different meanings of the word “drug.” | 3.S.7 Describe proper storage and disposal of prescription medicines. | 5.S.7 Describe opioids, how they are used, and the dangers of misuse and abuse of opioids. |

Component: Safety

Subcomponent: Personal/Physical Safety (Child)

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------|--|---|--|--|--|--|
| S.8 | K.S.8 Distinguish between emergency and non-emergency situations. | 1.S.8 Discuss the importance of safety rules in home, school, and the community. | 2.S.8 Identify ways to reduce the risk of injuries and death from injury. | 3.S.8 Demonstrate appropriate choices related to reducing unintentional injuries. | 4.S.8 List common injury risks for children (e.g., motor vehicles, fires, flames, drowning, handgun injuries, falls, poisonings, chokings, suffocation, strangulation, and bike/pedestrian injuries). | 5.S.8 Identify first aid techniques. |
| S.9 | K.S.9 Distinguish between appropriate and inappropriate touching. | 1.S.9 Report when someone is injured or ill to a responsive caregiver. | 2.S.9 Discuss the meaning of basic safety-related signs, symbols, and warning labels. | 3.S.9 Describe appropriate actions for emergency and non-emergency situations. | 4.S.9 Describe methods to prevent common injuries in children. | 5.S.9 Demonstrate first aid techniques. |

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-------------|--|---|--|--|--|--|
| S.10 | K.S.10 Identify ways to stay safe when crossing the street, riding a bike, and playing. | 1.S.10 Identify proper backpack carrying guidelines. | 2.S.10 Identify basic weather-related emergency guidelines. | 3.S.10 Identify the importance of having a home safety plan for various emergency situations. | 4.S.10 Demonstrate different methods of safe routes from emergency situations in home, school, and the community. | 5.S.10 Compare and contrast the benefits and consequences of safety preparation when faced with an emergency situation. |
| S.11 | K.S.11 Identify threats to personal safety. | 1.S.11 Recognize situations that need to be reported to a trusted adult. | 2.S.11 Identify skills used for protection to maximize personal safety. | 3.S.11 Identify refusal skills when in personal safety situations (e.g., a clear “No” statement, walk/run away, change subject, delay). | 4.S.11 Identify resource persons in schools and the community and know how to seek help from them. | 5.S.11 Differentiate between situations which need peer support and those which need adult help. |

Component: Human Growth and Development
Subcomponent: Body

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------|---|--|--|---|---|---|
| HGD.1 | K.HGD.1 Identify the basic body parts. | 1.HGD.1 Identify the functions of the human body systems. | 2.HGD.1 Explain the importance of the basic body systems. | 3.HGD.1 Describe the types of basic human parts. | 4.HGD.1 Compare functions of the human body systems. | 5.HGD.1 Explain how health is influenced by the interaction of human body systems. |