

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

The Tennessee Health Education and Lifetime Wellness Standards document is divided into three (3) documents, one for each of the following grade bands: Grades K-5, Grades 6-8, and Lifetime Wellness (high school). Each set of standards was written by teams of Tennessee health and wellness teachers, Coordinated School Health coordinators/directors, 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. The Health Education and Lifetime Wellness Standards cover all grades including elementary and middle school, however, in high school one credit of Lifetime Wellness to graduate.

To 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 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, etc.)." 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: PW.N.5 "Identify nutrition information, products, and services and their accuracy and validity on nutrition claims." This standard is applicable to grade 6 located in the Personal Wellness component, and the fifth (5) 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:

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.

The standards need not be taught in the order presented. The component and subcomponent numbers are only for organization and identification.

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).

Component: Personal and Community Wellness

Subcomponent: Nutrition

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PCW.2	K.PCW.2 Recognize nutrient-dense foods in a list of foods that are culturally diverse.	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 Compare examples of sugar in drinks that are commonly consumed.	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 Recognize feelings and ways of expressing them, both in yourself and in others.	1.EW.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	2.EW.1 Describe the importance of being aware of one's own feelings and being sensitive to the feelings of others.	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 Explain the importance of demonstrating respect for the personal space and boundaries of others.	2.EW.2 Identify the importance of developing and maintaining healthy relationships.	3.EW.2 Explain & demonstrate the appropriate ways feelings can be expressed and described.	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 Explain how family influences personal health decisions and behaviors.	2.EW.3 Identify various family structures including adoption.	3.EW.3 Identify what a "healthy family life" might look like and how one can contribute to that.	4.EW.3 Identify the importance of strong family and community connections to one's mental health.	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 Describe appropriate actions to take in a situation where there is an exposure to blood.	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 importance of 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 Demonstrate proper handwashing.	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, etc.).	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 ways to reduce the spread of pathogens (“germs”).	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 Explain what to do if someone is being bullied.	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.

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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, etc.).	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, etc.).	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, vaping, 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, and markers).	2.S.5 Identify the consequences of smoking, second hand smoking, vaping, and environmental tobacco smoke.	3.S.5 Identify the consequences of using hazardous substances (e.g. alcohol, tobacco).	4.S.5 Explain refusal skills and demonstrate how to refuse hazardous substances, as well as the benefits from not using these types of substances.	5.S.5 Explain how using hazardous substances (e.g., alcohol, vaping, and tobacco) can adversely impact bodily systems.
S.6	K.S.6 Demonstrate behaviors that avoid or reduce health and safety risks.	1.S.6 Report when someone is injured or ill to a responsive caregiver.	2.S.6 Discuss the meaning of basic safety-related signs, symbols, and warning labels.	3.S.6 Describe appropriate actions for emergency and non-emergency situations.	4.S.6 Describe methods to prevent common injuries in children.	5.S.6 Demonstrate first aid techniques.

Component: Safety**Subcomponent: Physical Safety**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S.7	K.S.7 Identify emergency situations (e.g., discovering a firearm, fires, falls, poisonings) and discuss safety rules (e.g., if a firearm is discovered, leave it alone, leave the area, and tell an adult).	1.S.7 Describe appropriate ways to respond to an unwanted, threatening, or dangerous situation.	2.S.7 Identify ways to reduce the risk of injuries and death from injury.	3.S.7 Demonstrate appropriate choices related to reducing unintentional injuries.	4.S.7 List common injury risks for children (e.g., motor vehicles, flames, drowning, firearm injuries, chokings, suffocation, strangulation, and bike/pedestrian injuries).	5.S.7 Identify first aid techniques.

Component: Safety						
Subcomponent: Safety/Passenger Safety						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S.8	K.S.8 Identify common street/traffic signs and have students practice what they are instructing within the classroom.	1.S.8 Identify proper backpack carrying guidelines.	2.S.8 Identify basic weather-related emergency guidelines.	3.S.8 Identify the importance of having a home safety plan for various emergency situations.	4.S.8 Demonstrate different methods of safe routes from emergency situations in home, school, and the community.	5.S.8 Compare and contrast the benefits and consequences of safety preparation when faced with an emergency situation.

Component: Safety						
Subcomponent: Personal Safety						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S.9	K.S.9 Demonstrate behaviors that avoid or reduce health and safety risks.	1.S.9 Recognize situations that are a threat to personal safety, including abuse that may occur in the home.	2.S.9 Identify skills used for protection to maximize personal safety.	3.S.9 Identify refusal skills when in personal safety situations (e.g., a -clear “No” statement, walk/run away, change subject, delay).	4.S.9 Identify resource persons in schools and the community and know how to seek help from them.	5.S.9 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.