

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

The Tennessee Health Education and Lifetime Wellness Standards are divided into three (3) parts, representing 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 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: 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
<b>PCW.1</b>	<b>K.PCW.1</b> Identify food as a source of energy and growth.	<b>1.PCW.1</b> Identify the basic food groups and examples.	<b>2.PCW.1</b> Describe the importance of healthy meals and snacks.	<b>3.PCW.1</b> Describe the benefits of drinking water as the main fluid source.	<b>4.PCW.1</b> Use USDA guidelines to identify a variety of foods for a healthy diet.	<b>5.PCW.1</b> 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
<b>PCW.2</b>	<b>K.PCW.2</b> Identify healthy food items versus unhealthy food items.	<b>1.PCW.2</b> Describe a healthy meal using the basic food group.	<b>2.PCW.2</b> Identify the appropriate amount of water to drink each day.	<b>3.PCW.2</b> Describe the consequences of consuming excessive sugary beverages.	<b>4.PCW.2</b> Create a healthy meal plan based on USDA guidelines.	<b>5.PCW.2</b> 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
<b>PCW.3</b>	<b>K.PCW.3</b> Identify the importance of participating in the recommended one hour of daily physical activity and importance of sleep.	<b>1.PCW.3</b> Identify physical activities used in daily life that promote healthy living.	<b>2.PCW.3</b> Describe the importance of choosing active versus non-active leisure activities.	<b>3.PCW.3</b> Identify personal physical activity goals needed to achieve overall wellness.	<b>4.PCW.3</b> Identify how unhealthy food choices and physical inactivity contribute to the development of chronic diseases.	<b>5.PCW.3</b> 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
<b>PCW.4</b>	<b>K.PCW.4</b> Identify items that you can reduce/reuse/recycle.	<b>1.PCW.4</b> Identify the importance of reduce/reuse/recycle practices.	<b>2.PCW.4</b> Identify steps you can take to reduce/reuse/recycle in your home.	<b>3.PCW.4</b> Describe different types of pollution and their environmental effects.	<b>4.PCW.4</b> Identify ways the environment affects a person's physical health.	<b>5.PCW.4</b> Identify resources and facilities in the community that promote healthy living.

<b>Component: Emotional Wellness</b>						
<b>Subcomponent: Mental Health</b>						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>EW.1</b>	<b>K.EW.1</b> Explain that feelings can be expressed in different ways.	<b>1.EW.1</b> Define choices and consequences.	<b>2.EW.1</b> Explain what it means to be emotionally and mentally healthy.	<b>3.EW.1</b> Evaluate various influences on decision making.	<b>4.EW.1</b> Identify the positive ways that peers and family members show support, care, and appreciation for one another.	<b>5.EW.1</b> Identify positive and negative stress.
<b>Component: Emotional Wellness</b>						
<b>Subcomponent: Social Health</b>						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>EW.2</b>	<b>K.EW.2</b> Describe and practice situations when it is appropriate to use "Please," "Thank You," "Excuse Me," and "I'm Sorry."	<b>1.EW.2</b> Name and describe qualities and characteristics that make all individuals unique.	<b>2.EW.2</b> Identify the importance of developing and maintaining healthy relationships.	<b>3.EW.2</b> Demonstrate the various ways that feelings can be expressed.	<b>4.EW.2</b> Explain how peers, family, and media influence personal thoughts, feelings, and healthy behaviors.	<b>5.EW.2</b> 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
<b>EW.3</b>	<b>K.EW.3</b> Identify a trusted adult to consult before making a choice.	<b>1.EW.3</b> Identify characteristics of a responsible family member.	<b>2.EW.3</b> Identify various family structures.	<b>3.EW.3</b> Identify ways children can contribute to healthy family life.	<b>4.EW.3</b> Identify how changes in the family can influence emotions.	<b>5.EW.3</b> 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
<b>DP.1</b>	<b>K.DP.1</b> Define and discuss blood borne pathogens (i.e., germs).	<b>1.DP.1</b> Identify situations where you could come in contact with blood borne communicable pathogens (e.g., school, home, playgrounds, automobile and recreational accidents).	<b>2.DP.1</b> Explain the importance of finding a responsible adult when an accident occurs.	<b>3.DP.1</b> Identify personal protective equipment and its main functions.	<b>4.DP.1</b> Explain the importance of using personal protective equipment while attending to others who are injured.	<b>5.DP.1</b> 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).

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

<b>Component: Disease Prevention</b>						
<b>Subcomponent: Communicable and Non-Communicable Diseases</b>						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>DP.4</b>	<b>K.DP.4</b> Identify common pathogens (i.e., germs) such as cold, flu, strep, or gastrointestinal and method of preventing their spread.	<b>1.DP.4</b> Identify communicable and non-communicable diseases.	<b>2.DP.4</b> Explain the differences in communicable and non-communicable diseases.	<b>3.DP.4</b> Identify the mode of transmission for various pathogens that cause communicable diseases.	<b>4.DP.4</b> Identify prevention strategies for not spreading pathogens (e.g., vaccines, staying home with fever).	<b>5.DP.4</b> Explain how viruses and bacteria affect the immune system and impact health.

<b>Component: Safety</b>						
<b>Subcomponent: Social Media</b>						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S.1</b>	<b>K.S.1</b> Identify examples of media and social media and how they can be linked to safety.	<b>1.S.1</b> Define media sources and how they are used at home, school, and in the community.	<b>2.S.1</b> Describe the basics of online safety (not disclosing personal information, not informing others you are home alone, etc.).	<b>3.S.1</b> Identify how to report online bullying, threatening situations, or inappropriate content.	<b>4.S.1</b> Describe ways social media can influence personal health.	<b>5.S.1</b> 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
<b>S.2</b>	<b>K.S.2</b> Identify positive and negative communication among peers, family, and community.	<b>1.S.2</b> Recognize the characteristics of bullying.	<b>2.S.2</b> Identify bullying situations.	<b>3.S.2</b> Explain the importance of telling a trusted adult about a bullying situation.	<b>4.S.2</b> Differentiate between situations to accurately determine the difference between a disagreement and bullying.	<b>5.S.2</b> Develop strategies that decrease bullying situations.

**Component: Safety**  
**Subcomponent: Sun Safety**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S.3</b>	<b>K.S.3</b> Recognize that sun exposure can be harmful to your skin.	<b>1.S.3</b> Identify proper ways to reduce sun exposure (e.g., sunscreen, long sleeves, hat, time of day, etc.).	<b>2.S.3</b> Understand the health risks that are associated with excess sun exposure.	<b>3.S.3</b> Demonstrate proper ways to reduce sun exposure (e.g., sunscreen, long sleeves, hat, time of day, etc.).	<b>4.S.3</b> Describe ways to reduce sun exposure in your life and the lives of family and friends.	<b>5.S.3</b> 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
<b>S.4</b>	<b>K.S.4</b> Explain why medicines are used.	<b>1.S.4</b> Describe the appropriate and inappropriate roles of medicine in keeping people healthy.	<b>2.S.4</b> Identify trusted adults at home and beyond who can distribute medication for its intended use.	<b>3.S.4</b> Identify the consequences of using tobacco products, alcohol, and other hazardous substances.	<b>4.S.4</b> Practice refusal skills to avoid hazardous substances.	<b>5.S.4</b> Describe the harmful short-term and long-term effects of alcohol, tobacco, and other hazardous substances.
<b>S.5</b>	<b>K.S.5</b> Explain that medicine can be helpful or harmful.	<b>1.S.5</b> Recognize the proper use of common household products (e.g., over-the-counter meds, cleaners, gas, and markers).	<b>2.S.5</b> Identify the consequences of smoking, second hand smoking, and environmental tobacco smoke.	<b>3.S.5</b> Identify the consequences of using hazardous substances (e.g., alcohol, tobacco).	<b>4.S.5</b> Predict the benefits of refusing hazardous substances and how they contribute to overall health.	<b>5.S.5</b> Explain how using hazardous substances (e.g., alcohol, tobacco) can adversely impact bodily systems.

**Component: Safety****Subcomponent: Personal/Physical Safety (Child)**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S.6</b>	<b>K.S.6</b> Distinguish between emergency and non-emergency situations.	<b>1.S.6</b> Discuss the importance of safety rules in home, school, and the community.	<b>2.S.6</b> Identify ways to reduce the risk of injuries and death from injury.	<b>3.S.6</b> Demonstrate appropriate choices related to reducing unintentional injuries.	<b>4.S.6</b> List common injury risks for children (e.g., motor vehicles, fires, flames, drowning, handgun injuries, falls, poisonings, chokings, suffocation, strangulation, and bike/pedestrian injuries).	<b>5.S.6</b> Identify first aid techniques.
<b>S.7</b>	<b>K.S.7</b> Distinguish between appropriate and inappropriate touching.	<b>1.S.7</b> Report when someone is injured or ill to a responsive caregiver.	<b>2.S.7</b> Discuss the meaning of basic safety-related signs, symbols, and warning labels.	<b>3.S.7</b> Describe appropriate actions for emergency and non-emergency situations.	<b>4.S.7</b> Describe methods to prevent common injuries in children.	<b>5.S.7</b> Demonstrate first aid techniques.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S.8</b>	<b>K.S.8</b> Identify ways to stay safe when crossing the street, riding a bike, and playing.	<b>1.S.8</b> Identify proper backpack carrying guidelines.	<b>2.S.8</b> Identify basic weather-related emergency guidelines.	<b>3.S.8</b> Identify the importance of having a home safety plan for various emergency situations.	<b>4.S.8</b> Demonstrate different methods of safe routes from emergency situations in home, school, and the community.	<b>5.S.8</b> Compare and contrast the benefits and consequences of safety preparation when faced with an emergency situation.
<b>S.9</b>	<b>K.S.9</b> Identify threats to personal safety.	<b>1.S.9</b> Recognize situations that need to be reported to a trusted adult.	<b>2.S.9</b> Identify skills used for protection to maximize personal safety.	<b>3.S.9</b> Identify refusal skills when in personal safety situations (e.g., a clear “No” statement, walk/run away, change subject, delay).	<b>4.S.9</b> Identify resource persons in schools and the community and know how to seek help from them.	<b>5.S.9</b> 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
<b>HGD.1</b>	<b>K.HGD.1</b> Identify the basic body parts.	<b>1.HGD.1</b> Identify the functions of the human body systems.	<b>2.HGD.1</b> Explain the importance of the basic body systems.	<b>3.HGD.1</b> Describe the types of basic human parts.	<b>4.HGD.1</b> Compare functions of the human body systems.	<b>5.HGD.1</b> Explain how health is influenced by the interaction of human body systems.

## Tennessee Health Education Standards, Grades 6-8

The Tennessee Health Education Standards Grades 6-8 document is divided into five components: Personal Wellness (PW); Mental, Emotional, and Social Health (MESH); Safety and Prevention (SP); Human Growth and Development (HGD); and Substance Use and Abuse (SUA).

### Key Ideas:

- 1) The Tennessee Health Education Standards Grades 6-8 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., 7 . PW.1. Evaluate how food choices are influenced by multiple factors.

### Component: Personal Wellness Subcomponent: Nutrition

	Grade 6	Grade 7	Grade 8
<b>PW.1</b>	<b>6.PW.1</b> Explain the relationship between a balanced nutrition program and the essential nutrients for overall wellness.	<b>7.PW.1</b> Evaluate how food choices are influenced by multiple factors.	<b>8.PW.1</b> Describe body composition and eating disorders, and practice principles of food safety.
<b>PW.2</b>	<b>6.PW.2</b> Analyze tools such as <i>Dietary Guidelines</i> and <i>Food Fact Labels</i> as they relate to the planning of nutrition and fitness.	<b>7.PW.2</b> Apply dietary tools such as <i>My Plate</i> or <i>Food Fact Labels</i> to plan and employ healthy meal plans.	<b>8.PW.2</b> Apply formulas such as body mass index to demonstrate how healthy nutrition can affect body composition.
<b>PW.3</b>	<b>6.PW.3</b> Apply strategies to consume a variety of nutrient dense foods and beverages.	<b>7.PW.3</b> Analyze internal and external factors that affect food choices.	<b>8.PW.3</b> Analyze the relationship between nutrition, fitness, and healthy weight management for the prevention of diseases such as diabetes, obesity, cardiovascular disease, and eating disorders.

<b>PW.4</b>	<b>6.PW.4</b> Research lifelong nutrition and health-related fitness concepts to enhance quality of life.	<b>7.PW.4</b> Synthesize lifelong nutrition and health-related fitness to enhance quality of life	<b>8.PW.4</b> Analyze lifelong nutrition and health-related fitness to enhance quality of life.
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**Component: Personal Wellness**  
**Subcomponent: Personal Hygiene**

	Grade 6	Grade 7	Grade 8
<b>PW.5</b>	<b>6.PW.5</b> Identify and evaluate basic personal hygiene habits.	<b>7.PW.5</b> Analyze the changes in hygiene required due to physical changes during adolescence.	<b>8.PW.5</b> Discuss the physical, emotional, and social implications of personal hygiene.
<b>PW.6</b>	<b>6.PW.6</b> Identify personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).	<b>7.PW.6</b> Compare personal hygiene practices and health/safety issues related to puberty (e.g, but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).	<b>8.PW.6</b> Differentiate personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).

**Component: Personal Wellness**  
**Subcomponent: Physical Activity and Fitness**

	Grade 6	Grade 7	Grade 8
<b>PW.7</b>	<b>6.PW.7</b> Identify the importance of participation in the recommended one hour of daily physical activity.	<b>7.PW.7</b> Describe the importance of participation in the recommended one hour of daily physical activity.	<b>8.PW.7</b> Determine the benefits of exercise during all stages of life for improved physical fitness.
<b>PW.8</b>	<b>6.PW.8</b> Explain the benefits of exercise for improved social, mental, and physical health.	<b>7.PW.8</b> Describe how physical activity relates to stress management and inoculation, socialization, and mental acuity.	<b>8.PW.8</b> Research various physical activities and analyze their social, emotional, and physical benefits.

<b>Component: Mental, Emotional, and Social Health</b>			
<b>Subcomponent: Core</b>			
	Grade 6	Grade 7	Grade 8
<b>MESH.1</b>	<b>6.MESH.1</b> Identify coping skills to deal with the health effects of stress, loss, and depression.	<b>7.MESH.1</b> Describe the signs, causes, and health effects of stress, loss, and depression.	<b>8.MESH.1</b> Describe common mental health conditions and the importance of seeking help.
<b>MESH.2</b>	<b>6.MESH.2</b> Describe the importance of setting personal boundaries for privacy, safety, and expression of emotions and opinions.	<b>7.MESH.2</b> Discuss the harmful effects of violent behaviors, and describe the similarities between them (e.g., bullying, hazing, fighting, verbal abuse, etc.).	<b>8.MESH.2</b> Identify a variety of nonviolent ways to respond when angry or upset.
<b>MESH.3</b>	<b>6.MESH.3</b> Identify internal and external influences on social, emotional, and mental health.	<b>7.MESH.3</b> Describe the influence of culture on family values and practices.	<b>8.MESH.3</b> Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.
<b>MESH.4</b>	<b>6.MESH.4</b> Discuss the importance of getting guidance from a trusted adult when faced with a threatening situation. (e.g. bullying, threats)	<b>7.MESH.4</b> Identify trusted adults to report to if individuals are in danger of hurting themselves or others.	<b>8.MESH.4</b> Analyze situations that may call for acts of caring among friends or require getting help from trusted adults.
<b>MESH.5</b>	<b>6.MESH.5</b> Identify trusted adults who can help with mental, social, and emotional health problems.	<b>7.MESH.5</b> Practice asking a trusted adult for help with mental, social, or emotional health problems.	<b>8.MESH.5</b> Create a plan to seek help for a mental, social, or emotional health problem from trusted adults for self or others.
<b>MESH.6</b>	<b>6.MESH.6</b> Identify discrimination, and bias and how it can lead to violence.	<b>7.MESH.6</b> Demonstrate ways to communicate respect for diversity.	<b>8.MESH.6</b> Design nonviolent solutions to conflicts based on respect for others.
<b>MESH.7</b>	<b>6.MESH.7</b> Identify refusal and negotiation skills to avoid or reduce mental, social, and emotional health risks in hypothetical situations.	<b>7.MESH.7</b> Apply refusal and negotiation skills to avoid or reduce mental, social, and emotional health risks.	<b>8.MESH.7</b> Utilize family, school, and community resources to avoid or reduce mental, social, and emotional health risks (e.g., bullying, harassment).

	Grade 6	Grade 7	Grade 8
<b>MESH.8</b>	<b>6.MESH.8</b> Identify decision-making strategies to enhance all aspects of health.	<b>7.MESH.8</b> Apply a goal-making process to a variety of situations that impact all aspects of health.	<b>8.MESH.8</b> Differentiate between the need for individual or collaborative decision-making, and identify circumstances that can support or hinder decision-making and goal setting.
<b>MESH.9</b>	<b>6.MESH.9</b> Identify how personal goals can be affected by poor decision-making.	<b>7.MESH.9</b> Describe how poor decision-making can impact personal goals.	<b>8.MESH.9</b> Analyze how personal health goals can vary with changing abilities, priorities, and responsibilities.
<b>Component: Safety and Prevention</b>			
<b>Subcomponent: Disease Prevention</b>			
	Grade 6	Grade 7	Grade 8
<b>SP.1</b>	<b>6.SP.1</b> Identify communicable diseases, their symptoms, and how they are spread. Identify prevention techniques and treatment.	<b>7.SP.1</b> Describe means of communicable disease prevention (e.g., but not limited to, universal precautions, vaccinations).	<b>8.SP.1</b> Identify the relationship between participation in risky behaviors and contracting a communicable disease.
<b>SP.2</b>	<b>6.SP.2</b> Identify common non-communicable diseases, their symptoms, and how they are prevented and treated.	<b>7.SP.2</b> Describe means of non-communicable disease prevention (e.g., but not limited to, sun safety, proper nutrition, and exercise).	<b>8.SP.2</b> Identify the relationship between participation in risky behaviors and contracting a non-communicable disease.
<b>Component: Safety and Prevention</b>			
<b>Subcomponent: First Aid</b>			
	Grade 6	Grade 7	Grade 8
<b>SP.3</b>	<b>6.SP.3</b> Identify different emergencies and appropriate actions.	<b>7.SP.3</b> Demonstrate appropriate actions in emergency situations.	<b>8.SP.3</b> Demonstrate emergency techniques to respond to varying emergency situations that may occur at school, home, and in the community.
<b>SP.4</b>	<b>6.SP.4</b> Identify appropriate resources available during emergency situations.	<b>7.SP.4</b> Explain how witnesses and bystanders can help in emergency situations.	<b>8.SP.4</b> Develop strategies to increase community knowledge of how to respond in different emergency situations.

	Grade 6	Grade 7	Grade 8
<b>SP.5</b>	<b>6.SP.5</b> Identify ways that choice affects the lives of an individual, others, and society.	<b>7.SP.5</b> Analyze how media influences impact health behaviors.	<b>8.SP.5</b> Evaluate individual, group, and societal influences that promote positive and negative health behaviors.
<b>Component: Safety and Prevention</b> <b>Subcomponent: Technology Safety</b>			
	Grade 6	Grade 7	Grade 8
<b>SP.6</b>	<b>6.SP.6</b> Identify trustworthy resources for health related information (e.g., CDC, WHO, etc.).	<b>7.SP.6</b> Access accurate health-related information.	<b>8.SP.6</b> Compare and contrast health information gathered from various sources.
<b>SP.7</b>	<b>6.SP.7</b> Describe how to report bullying, threatening situations, or inappropriate content related to social media.	<b>7.SP.7</b> Research the safe uses of social media, and identify possible negative consequences of improper uses.	<b>8.SP.7</b> Analyze the possible legal consequences of improper social media usage.
<b>Component: Safety and Prevention</b> <b>Subcomponent: Prevention</b>			
	Grade 6	Grade 7	Grade 8
<b>SP.8</b>	<b>6.SP.8</b> Identify basic refusal skills and demonstrate the ability to use them.	<b>7.SP.8</b> Describe techniques used to de-escalate a threatening situation.	<b>8.SP.8</b> Demonstrate de-escalation techniques used in threatening situations.
<b>SP.9</b>	<b>6.SP.9</b> Identify laws and rules intended to prevent injuries.	<b>7.SP.9</b> Apply a decision-making process for avoiding dangerous situations.	<b>8.SP.9</b> Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.
<b>SP.10</b>	<b>6.SP.10</b> Identify resources for preventative healthcare.	<b>7.SP.10</b> Develop a systematic approach for reporting factors (heredity, lifestyle, and environmental) that positively or negatively impact an individual's health.	<b>8.SP.10</b> Analyze the validity of health information, products, and services.

	Grade 6	Grade 7	Grade 8
<b>SP.11</b>	<b>6.SP.11</b> Describe how environment and lifestyle impact health.	<b>7.SP.11</b> Demonstrate through varying mediums how health can be impacted by individual choices.	<b>8.SP.11</b> Analyze how global and environmental policies and situations affect local health.
<b>Component: Human Growth and Development</b> <b>Subcomponent: Anatomy and Physiology</b>			
	Grade 6	Grade 7	Grade 8
<b>HGD.1</b>	<b>6.HGD.1</b> Describe and explain the basic body systems and their functions.	<b>7.HGD.1</b> Analyze and explain the impact of personal health behaviors on the functioning of the human body.	<b>8.HGD.1</b> Describe how personal choice impacts bodily systems. (e.g., risky behaviors).
<b>HGD.2</b>	<b>6.HGD.2</b> Summarize the human reproduction cycle.	<b>7.HGD.2</b> Describe the human cycle of reproduction, birth, growth, aging, and death.	<b>8.HGD.2</b> Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.
<b>Component: Human Growth and Development</b> <b>Subcomponent: Puberty and Adolescent Development</b>			
	Grade 6	Grade 7	Grade 8
<b>HGD.3</b>	<b>6.HGD.3</b> Explain that puberty and physical development can vary among individuals.	<b>7.HGD.3</b> Discuss how changes during puberty affect thoughts, emotions, and behaviors.	<b>8.HGD.3</b> Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
<b>HGD.4</b>	<b>6.HGD.4</b> Understand the changes that occur during puberty and adolescence (e.g., growth spurts, peer influence, self-confidence, mood swings).	<b>7.HGD.4</b> Describe and demonstrate understanding of the development characteristics of adolescence, including physical and emotional changes.	<b>8.HGD.4</b> Identify the physical, social, and emotional changes that occur during puberty (e.g., menstrual cycle, reproductive system, conception).
<b>HGD.5</b>	<b>6.HGD.5</b> Identify parents or other trusted adults to whom you can ask questions about puberty and adolescent health issues.	<b>7.HGD.5</b> Differentiate between reliable and unreliable sources of information regarding human growth and development.	<b>8.HGD.5</b> Demonstrate behaviors that promote healthy growth and development during puberty.

**Component: Human Growth and Development**  
**Subcomponent: Pregnancy and Reproduction**

	Grade 6	Grade 7	Grade 8
<b>HGD.6</b>	<b>6.HGD.6</b> Define teen pregnancy.	<b>7.HGD.6</b> Compare and contrast the effects of teen pregnancy on personal health.	<b>8.HGD.6</b> Describe the social, emotional, and economic impact associated with teen parenting (e.g., perspective of the teen mother, teen father, and parents of the teens).
<b>HGD.7</b>	<b>6.HGD.7</b> Identify how the media influences risk behavior related to teen pregnancy.	<b>7.HGD.7</b> Describe how puberty prepares the human body to reproduce.	<b>8.HGD.7</b> Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.
<b>HGD.8</b>	<b>6.HGD.8</b> Identify the difference between abstinence and risk behaviors and why abstinence is the responsible and preferred choice for adolescence.	<b>7.HGD.8</b> Identify the positive benefits of abstinence from sexual activity outside of marriage.	<b>8.HGD.8</b> Identify reasons for abstaining from sexual activity (e.g., unplanned pregnancy, infection, infertility, and lifelong illnesses).
<b>HGD.9</b>	<b>6.HGD.9</b> Define sexual abstinence as it relates to pregnancy prevention.	<b>7.HGD.9</b> Use effective verbal and nonverbal communication skills to convey feelings and goals regarding pregnancy.	<b>8.HGD.9</b> Identify medically-accurate resources about pregnancy prevention and reproductive health care.

**Component: Human Growth and Development**  
**Subcomponent: Sexually Transmitted Infections / HIV**

	Grade 6	Grade 7	Grade 8
<b>HGD.10</b>	<b>6.HGD.10</b> Identify and define common sexually transmitted infection pathogens.	<b>7.HGD.10</b> Describe ways diseases are spread and prevented.	<b>8.HGD.10</b> Analyze ways pathogens and diseases are spread, prevented, and managed.
<b>HGD.11</b>	<b>6.HGD.11</b> Compare and contrast communicable and non-communicable diseases.	<b>7.HGD.11</b> Analyze the immune system in terms of the organs, functions, and their connection to HIV/STIs.	<b>8.HGD.11</b> Research strategies to develop and maintain reproductive and sexual health (including HIV, HPV, and common STIs).

	Grade 6	Grade 7	Grade 8
<b>HGD.12</b>	<b>6.HGD.12</b> Define human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).	<b>7.HGD.12</b> Identify modes (age appropriate) of HIV transmission, as well as ways to prevent transmission.	<b>8.HGD.12</b> Compare and contrast behaviors, including abstinence, to determine potential risk of STI/HIV transmission.
<b>HGD.13</b>	<b>6.HGD.13</b> Distinguish between safe and risky behavior as related to disease prevention.	<b>7.HGD.13</b> Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STIs.	<b>8.HGD.13</b> Describe ways people can protect themselves against serious blood borne communicable diseases.
<b>HGD.14</b>	<b>6.HGD.14</b> Identify family structure, roles, and responsibilities and how they may change.	<b>7.HGD.14</b> Identify how familial and personal values and beliefs affect future decisions.	<b>8.HGD.14</b> Analyze how changes in family structure can impact personal decision making.
<b>HGD.15</b>	<b>6.HGD.15</b> Describe healthy and respectful ways to express friendship, attraction, and affection.	<b>7.HGD.15</b> Compare and contrast the characteristics of healthy and unhealthy relationships.	<b>8.HGD.15</b> Analyze the similarities and difference between friendships and romantic relationships.
<b>HGD.16</b>	<b>6.HGD.16</b> Identify that there are individual, family, and cultural differences in relationships.	<b>7.HGD.16</b> Identify that there are individual differences in relationships, such as appearance or gender roles.	<b>8.HGD.16</b> Analyze how internal and external influences affect growth and development in relationships (including abuse, neglect, dysfunction) and sexual behavior.
<b>HGD.17</b>	<b>6.HGD.17</b> Analyze how messages from media influence relationships.	<b>7.HGD.17</b> Identify how media influences personal values, attitudes, and beliefs of relationships.	<b>8.HGD.17</b> Evaluate the influence of media on personal values, attitudes, and beliefs.
<b>Component: Substance Abuse and Use</b>			
<b>Subcomponent: Health Risks</b>			
	Grade 6	Grade 7	Grade 8
<b>SUA.1</b>	<b>6.SUA.1</b> Identify differences between legal and illegal prescription drug use.	<b>7.SUA.1</b> Explain how addiction negatively impacts physical and mental health in short- and long-term time frames.	<b>8.SUA.1</b> Evaluate the impact of addiction on individuals, families, and communities including physical, emotional, and economic costs.

	Grade 6	Grade 7	Grade 8
<b>SUA.2</b>	<b>6.SUA.2</b> Summarize the effects of alcohol, tobacco, inhalants, and prescription and nonprescription drugs on the human body.	<b>7.SUA.2</b> Summarize the effects of alcohol, tobacco, inhalants, and prescription and nonprescription drugs on personal judgment coordination. Summarize tobacco's relationship to cancer.	<b>8.SUA.2</b> Explain how misusing substances including tobacco, alcohol, and drugs can negatively impact each of eleven body systems.
<b>Component: Substance Abuse and Use</b>			
<b>Subcomponent: Protective Behaviors and Risk Reduction</b>			
	Grade 6	Grade 7	Grade 8
<b>SUA.3</b>	<b>6.SUA.3</b> Identify influences that pressure people to abuse alcohol, tobacco, or other drugs, including but not limited to interpersonal relationships, advertising, and social media.	<b>7.SUA.3</b> Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.	<b>8.SUA.3</b> Demonstrate and analyze positive alternatives to the use of alcohol, tobacco, and other drugs.
<b>SUA.4</b>	<b>6.SUA.4</b> Identify assertive refusal skills when confronted with peer pressure to use substances that pose a health risk.	<b>7.SUA.4</b> Demonstrate assertive refusal skills when confronted with peer pressure to use substances that pose a health risk.	<b>8.SUA.4</b> Predict the short and long term effects of drug use on an individual's health.
<b>Component: Substance Abuse and Use</b>			
<b>Subcomponent: Community Resources and Substance Abuse Recovery</b>			
	Grade 6	Grade 7	Grade 8
<b>SUA.5</b>	<b>6.SUA.5</b> Identify and describe local community resources that provide care or assistance to people with substance abuse issues.	<b>7.SUA.5</b> Compile resources regarding knowledge and information related to drug use and abuse.	<b>8.SUA.5</b> Develop strategies for informing the public of the dangers associated with substance abuse.

## Tennessee Lifetime Wellness Standards Grades 9-12 (High School)

The Tennessee Lifetime Wellness Standards Grades 9-12 document is divided into five components: Personal Wellness (PW); Mental, Emotional, and Social Health (MESH); First Aid and Safety (FAS); Human Growth and Development (HGD); and Substance Use and Abuse (SUA).

Key Ideas:

- 1) The Tennessee Lifetime Wellness Standards Grades 9-12 state skills, knowledge, and behaviors students should demonstrate at end of the high school lifetime wellness experience.
- 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. HS.PW.2 Evaluate personal nutritional and energy needs.
- 5) Unique to the Grades 9-12 Standards is "Component Extension". The component extensions are ideas to further challenge students in a particular subcomponent.

### **Component: Personal Wellness** **Subcomponent: Nutrition**

<b>HS.PW.1</b>	Identify the relationship between healthy eating and total wellness.
<b>HS.PW.2</b>	Evaluate personal nutritional and energy needs.
<b>HS.PW.3</b>	Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia).
<i>Component Extension</i>	Interpret food labels, critique fad diets, and recognize food safety practices

### **Component: Personal Wellness** **Subcomponent: Fitness**

<b>HS.PW.4</b>	Implement the health-related and skill-related components of fitness.
<b>HS.PW.5</b>	Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness.
<b>HS.PW.6</b>	Describe and apply principles related to physical activity (i.e., principles of training, target heart rate, warm-up/cool-down).
<b>HS.PW.7</b>	Construct fitness goals (i.e., S.M.A.R.T.).
<i>Component Extension</i>	Research community resources that promote fitness and wellness

<b>Component: Mental, Emotional, and Social Health</b>	
<b>Subcomponent: Emotional Health</b>	
<b>HS.MESH.1</b>	Identify emotions and their effects on the mind and body.
<b>HS.MESH.2</b>	Recognize stressors and formulate personal stress management techniques.
<b>HS.MESH.3</b>	Design useful strategies for suicide prevention.
<i>Component Extension</i>	Self-esteem project
<b>Component: Mental, Emotional, and Social Health</b>	
<b>Subcomponent: Mental Health</b>	
<b>HS.MESH.4</b>	Examine characteristics of mental health conditions (i.e., anxiety, depression, and eating).
<b>HS.MESH.5</b>	Describe the stages of grief.
<i>Component Extension</i>	Research community resources.
<b>Component: Mental, Emotional, and Social Health</b>	
<b>Subcomponent: Social Health</b>	
<b>HS.MESH.6</b>	Identify positive ways of resolving interpersonal conflict.
<b>HS.MESH.7</b>	Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).
<i>Component Extension</i>	Practice non-abusive behaviors.
<b>Component: First Aid and Safety</b>	
<b>Subcomponent: First Aid Procedures</b>	
<b>HS.FAS.1</b>	Identify and demonstrate the skills necessary in responding to medical emergencies (e.g., common injuries, AED, choking).
<b>HS.FAS.2</b>	Demonstrate hands-on CPR.
<i>Component Extension</i>	Role play emergency situations
<b>Component: First Aid and Safety</b>	
<b>Subcomponent: Personal Safety</b>	
<b>HS.FAS.3</b>	Explain how potential risks associated with technology, transportation, and high-risk behaviors affect safety.

<b>Component: Human Growth and Development</b>	
<b>Subcomponent: Relationships</b>	
<b>HS.HGD.1</b>	Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).
<b>HS.HGD.2</b>	Determine the influence of families, media, cultural traditions, and economic factors on human development.
<i>Component Extension</i>	Negotiation/collaboration skills as helpful/harmful in resolving conflict (e.g., domestic violence, healthy dating).
<b>Component: Human Growth and Development</b>	
<b>Subcomponent: Sexuality</b>	
<b>HS.HGD.3</b>	Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).
<b>HS.HGD.4</b>	Recognize abstinence from all sexual activity as a positive choice.
<b>HS.HGD.5</b>	Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.
<b>HS.HGD.6</b>	Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).
<i>Component Extension</i>	Create short- and long-term life plans.
<b>Component: Substance Use and Abuse</b>	
<b>Subcomponent: Appropriate Use</b>	
<b>HS.SUA.1</b>	Describe the proper use of over-the-counter and prescription drugs.
<b>HS.SUA.2</b>	Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy).
<i>Component Extension</i>	Compare/Contrast drugs in terms of their use and abuse
<b>Component: Substance Use and Abuse</b>	
<b>Subcomponent: Health Risks</b>	
<b>HS.SUA.3</b>	Summarize the consequences of drug use. (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana, etc.).
<b>HS.SUA.4</b>	Analyze the role of family, community, and cultural norms in deciding to use drugs.

<b>HS.SUA.5</b>	Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement).
<i>Component Extension</i>	Role playing peer pressure scenarios, multiplier effect
<b>Component: Substance Use and Abuse</b>	
<b>Subcomponent: Risk Reduction</b>	
<b>HS.SUA.6</b>	Research school and community resources for treatment and intervention.
<b>HS.SUA.7</b>	Predict the short- and long-term effects of drug use on an individual's health.
<i>Component Extension</i>	Create Public Service Announcements (PSAs) (e.g., presentation, commercial, skit).