Tennessee Health

Health and Wellness: Grades Pre-K, K, 1, 2

Adopted 2008

Personal Health and Wellness

1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.

- 1.1 define "choices" and "consequences";
- 1.2 identify trusted adult(s) to consult before making a choice;
- 1.3 identify questions to ask during the process of making a choice (e.g. Is it healthful? Is it safe? Is it legal? Do I show respect for myself and others? Do I follow family rules? Do I show good character?);
- 1.4 identify personal goals and standards for healthy living;
- 1.5 explain how media influences thoughts, feelings, and behaviors related to personal health and community;
- 1.6 evaluate the influence of media on the decision-making process related to healthy living.

2: The student will understand the importance of personal hygiene practices as related to healthy living.

- 2.1 demonstrate essential personal hygiene practices;
- 2.2 identify the importance of good versus poor personal hygiene practices;
- 2.3 explain the importance of not sharing personal hygiene items (toothbrush, combs, brushes);
- 2.4 describe physical/emotional/social health implications of personal hygiene.

3: The student will understand the role of body systems as related to healthy living.

- 3.1 identify the basic body structure;
- 3.2 identify the functions of the human body systems;
- 3.3 explain the importance of the basic body systems.

4: The student will understand the relationship of physical activity and rest to healthy living.

- 4.1 describe the importance of participating in the recommended one hour of daily physical activity;

Skip to main content

	4.2 identify physical activities used in daily life that promote healthy living.
Nutrition	**5: The student will understand the relationship of nutrition to healthy living.** 5.1 identify the basic food groups and foods; 5.2 identify food as a source of energy and growth; 5.3 describe the importance of healthy meals and snacks
Family Life	**6: The student will understand the contributions of family relationships to healthy living.** 6.1 describe the various types of family structures; 6.2 explain that family structures vary and can change; 6.3 identify common goals and values found in family structures; 6.4 identify ways children can contribute to healthy family life; 6.5 identify how changes in the family can influence emotions; 6.6 understand that cultural differences exist and influence family customs.
	7: The student will understand the stages of human growth and development. 7.1 identify human growth and development stages throughout the life cycle; 7.2 describe the important differences in the stages of human growth and development.
Emotional, Social, and Mental Health	**8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.** 8.1 explain that feelings can be expressed in different ways; 8.2 name and describe qualities and characteristics that make all individuals unique; 8.3 identify the importance of developing and maintaining healthy relationships.
Disease Prevention and Control	**9: The student will understand attitudes and behaviors for preventing and controlling disease.** 9.1 identify and define common germs pathogens; 9.2 identify how germs are spread; 9.3 identify habits that will promote disease prevention; 9.4 identify chronic health problems.
Injury Prevention and Safety	**10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.** 10.1 list the eight most common injury risks for children (motor vehicles (includes buses and ATVs), fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);

Skip to main content

10.2 identify ways to reduce the risk of injuries and deaths from injury;

10.3 discuss the importance of safety rules;

10.4 demonstrate the appropriate choices related to reducing unintentional injuries.

11: The student will understand appropriate care for injuries and sudden illness.

11.1 report when someone is injured or ill to a responsible caregiver;

11.2 demonstrate basic first aid techniques ("Check, Call, Care"; refer to American Red Cross first aid procedures).

12: The student will understand the appropriate action to take when personal safety is threatened.

12.1 identify situations that should be reported to a trusted adult;

12.2 demonstrate self-protection skills and identify appropriate resources for help.

Substance Use and Abuse Prevention

13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.

13.1 describe the role of drugs and medicines in keeping people healthy;

13.2 describe inappropriate use of drugs and medicines;

13.3 identify the consequences of using tobacco products, alcohol, and drugs;

13.4 practice refusal skills to avoid harmful substances;

13.5 recognize the proper use of common household products (e.g. over the counter medicines, cleaners, gasoline, markers)

Environmental and Community Health

14: The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthy living.

14.1 describe different types of pollution and it's environmental affects;

14.2 identify the importance of "reduce, reuse, recycle" practices,

14.3 identify ways the environment affects a person's emotional, social and physical health;

14.4 identify community health workers and the activities and programs they provide;

14.5 describe the importance of community organizations to healthy living;

14.6 identify resources and facilities in the community that promote healthy living.