

**TENNESSEE RULES OF THE STATE BOARD OF EDUCATION
CHAPTER 0520-1-3
MINIMUM REQUIREMENTS FOR THE APPROVAL OF PUBLIC
SCHOOLS**

0520-1-3-.05 STATE CURRICULUM, REQUIREMENT D.

(1) Curriculum Standards.

(a) The State Board of Education shall adopt curriculum standards for each subject area, grades K-12. The standards shall specify learning expectations and include performance indicators. The approved standards shall be the basis for planning instructional programs in each local school system.

(b) Adopted textbooks shall be aligned with state curriculum standards.

(c) Instruction in grades K-12 in issues of current concern such as character education, environmental education, economic education, career education, family life education, substance use and abuse, AIDS education, sexual abuse prevention, cardiopulmonary resuscitation, and safety shall be incorporated in appropriate subject areas and grade levels.

(6) Areas of Instruction.

(e) Health, Physical Education, and Wellness.

1. Health and Physical Education, Grades K-8. The health education and physical education programs, provided annually, shall be based on state curriculum standards and shall be developmentally appropriate with instruction focusing on activities which will promote good health habits and enhance physical fitness.

2. Wellness, Grades 9-12.

(i) Students shall complete 1 unit of wellness. The program shall be based on the state curriculum standards and shall integrate concepts from the areas of health and physical fitness.

(ii) Participation in marching band and interscholastic athletics shall not be substituted for this requirement. Credit earned in two years of JROTC may be substituted for the wellness requirement provided the local board of education has complied with the requirements of the State Board of Education.

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**TENNESSEE CODE
TITLE 49 EDUCATION
CHAPTER 6 ELEMENTARY AND SECONDARY EDUCATION
PART 10 CURRICULUM GENERALLY :**

49-6-1005. Sex education. (a) It is unlawful for any person in any manner to teach courses in sex education pertaining to homo sapiens in the public, elementary, junior high or high schools in this state unless the courses are approved by the state board of education and the local school board involved, and taught by qualified instructors as determined by the local school board involved. Any such course in sex education shall, in addition to teaching facts concerning human reproduction, hygiene and health concerns, include presentations encouraging abstinence from sexual intercourse during the teen and pre-teen years. With respect to sex education courses otherwise offered in accordance with the requirements of this subsection, no instructor shall be construed to be in violation of this section for answering in good faith any question, or series of questions, germane and material to the course, asked of the instructor and initiated by a student or students enrolled in the course.

(b) This section shall not apply to general high school courses in biology, physiology, health, physical education or home economics taught to classes.

(c) A violation of this section is a Class C misdemeanor.

[Acts 1969, ch. 304, §§ 1, 2; T.C.A., § 49-1924; Acts 1987, ch. 388, § 1; 1987, ch. 427, § 1; 1989, ch. 591, § 113.]

49-6-1007. Character education.

(a) The course of instruction in all public schools shall include character education to help each student develop positive values and improve student conduct as students learn to act in harmony with their positive values and learn to become good citizens in their school, community, and society.

(b) (1) The department of education shall provide the appropriate method of instruction in grades kindergarten through twelve (K-12), in conformity with the elementary school curriculum provided for in subsection (c).

(2) Local boards of education may implement additional courses and materials in character education at their discretion.

(c) Each LEA shall provide the character education curriculum set forth in the curriculum provided by the department or a comparable program approved by the department.

(d) (1) The department shall annually appear before the joint education oversight committee to report the following:

(A) The number of schools in which character education was an integral part of the curriculum in the most recent academic year;

(B) The number of students receiving character education in the most recent academic year;

(C) A sample teaching method of character education used in the most recent academic year; and

(D) A summary of the effectiveness of such teaching methods.

(2) Based upon the findings of the annual report required by subdivision (d)(1), the department of education shall institute a program to recognize those schools that have developed model instructional methods and administrative policies for the delivery of character education and provide professional development opportunities for the dissemination of these "best practices" to LEAs statewide. The department will utilize existing resources in the implementation of this subdivision (d)(2).

(e) Human resource agencies, created pursuant to title 13, ch 26, may serve as the service delivery system for the character education program. [Acts 1985, ch. 296, § 1; 1999, ch. 210, § 1; 1999, ch. 369, § 1; 2004, ch. 919, § 1.]

49-6-1008. AIDS education programs - Prevention of AIDS or other sexually transmitted diseases.

a. All material which includes information pertaining to the prevention of acquired immune deficiency syndrome (AIDS) or other sexually transmitted diseases, which is written, published, distributed or used by any public entity, or is paid for, in whole or in part, with any public moneys, and which is directed to children in kindergarten through grade twelve (K-12), shall place primary emphasis on abstinence from premarital intimacy and avoidance of drug abuse in controlling the spread of AIDS.

b. Adoption of any program of AIDS education shall be permissive and shall not be required in any LEA until adopted by the local board of education. [Acts 1989, ch. 215, § 1.]

TITLE 49 CHAPTER 6 PART 13

49-6-1301. Family life instruction - Local programs - Content – Review.

(a) Beginning with the 1991-1992 school year, if the most recent, annual data maintained by the department of health, state center for health statistics, indicate that pregnancy rates in any county exceeded nineteen point five (19.5) pregnancies per one thousand (1,000) females aged fifteen (15) through seventeen (17), then every LEA within such county shall locally devise, adopt and implement a program of family life instruction in conformance with the curriculum guidelines established for such programs by the state board of education.

(b) Locally devised and implemented program of family life education shall emphasize abstinence from sexual relations outside of marriage, the right & responsibility of a person to refuse to engage in such relations, basic moral values, as well as the obligations & consequences which arise from intimacy. The program shall include a component which specifically addresses the nature & prevention of AIDS and other STDs.

(c) The locally devised and adopted program of family life instruction shall be implemented during each of the succeeding 4 school years following the calendar year in which such data is released. If, at any time during such 4-year period, any LEA within the county fails to implement a locally devised & adopted program of family life instruction in conformance with the curriculum guidelines established for such programs by the state board of education, then the LEA shall implement the complete plan of family life instruction developed by the state board pursuant to § 49-6-1302, and shall fully participate in the program of technical support and assistance established pursuant to the provisions of § 49-1-205.

(d) The LEA shall prescribe procedures to provide for the periodic review and evaluation of family life instruction and to provide for periodic public hearings and parental conferences to ensure a high level of community and parental input and support for family life instruction.

(e) Notwithstanding the provisions of any law to the contrary, failure to comply with the provisions of subsection (c) shall subject the LEA to a withholding of state funds by the commissioner of education. [Acts 1989, ch. 565, § 1.]

49-6-1302. Development of plan by state board of education - Adoption by local education agency.

(a) (1) Prior to the 1991-1992 school year, the state board of education shall develop a complete plan of family life instruction suitable for implementation by any LEA which fails to devise, adopt and implement a local program of family life instruction pursuant to § 49-6-1301.

(2) The plan shall include all procedures and policies necessary for local implementation, administration, evaluation and supervision of family life instruction. The plan shall emphasize abstinence from sexual relations outside of marriage, the right and responsibility of a person to refuse to engage in such relations, basic moral values, as well as obligations and consequences that arise from intimacy. The plan shall include a component that specifically addresses the nature and prevention of AIDS and other sexually transmitted diseases. In developing the plan, the state board shall consider such programs and materials as "Sex Respect," "Teen-Aid," the "3-R Project" of the South Carolina departments of education and health. The plan shall require the LEA to undertake appropriate and adequate measures to encourage and maintain the highest level of parental & community support for family life instruction in the home, church, school. The plan shall include procedures and policies whereby the LEA may utilize the services of qualified health care professionals and social workers to assist in family life instruction; however, the plan shall preclude any

individual from serving as a family life instructor unless such individual is found by the LEA to be upright of character and of good public standing.

(b) Prior to implementing the complete plan of family life instruction developed by the state board of education, an LEA shall conduct at least one (1) public hearing, at which time the plan shall be explained and at which time members of the public shall have the opportunity to speak and express their opinions and concerns. Additionally, the plan shall require the LEA to periodically conduct thereafter, but not less frequently than once each September, public meetings for parents to confer with family life instructors, to review resource materials and course content, and to offer comments and suggestions. Furthermore, after implementation of the plan, upon request of the LEA or upon petition by fifty (50) or more parents or guardians of children enrolled within the LEA, the department of education shall audit the LEA for the purpose of evaluating the quality and effectiveness of the plan of family life instruction, as administered by the LEA, and for the purpose of recommending methods whereby the LEA may improve such quality and effectiveness and foster a higher level of parental and community support for family life instruction.

[Acts 1989, ch. 565, § 1.]

49-6-1303. Children excused from instruction by parent or guardian.

(a) Upon receipt of written statement from a student's parent or guardian to the effect that the parent or guardian has personally examined the appropriate grade level instructional materials or has conferred directly with student's instructor, school counselor or principal and the parent or guardian finds objectionable any or all portions of family life instruction, the student shall be excused from such portion(s) of family life instruction.

(b) A parent or guardian who wishes to excuse a student from all portions of family life instruction shall submit such request in writing to the principal, director of schools and board of education. A student who is excused from all portions of family life instruction shall not be penalized for grading purposes if such student performs alternative health or social studies lessons specifically assigned by the board, and if such student performs the alternative lessons in a timely and satisfactory manner.

[Acts 1989, ch. 565, § 1; 1999, ch. 367, § 5.]

Tennessee Content Standards

TENNESSEE DEPARTMENT OF EDUCATION

Course: Lifetime Wellness [Grade 9 –12]

<http://www.state.tn.us/education/ci/cipewellhiv/cilifetimewellness.html>

Standard Number 1.0 - Disease Prevention and Control

Standard: The student will recognize behavioral factors leading to communicable and non-communicable disease and have the knowledge to obtain proper care.

Learning Expectations: The student will

1.1 differentiate between communicable and non-communicable diseases.

1.2 determine heredity, environmental, and lifestyle factors which place the student at risk for disease.

1.3 describe different types of pathogens and how they affect health

1.4 explain transmission, prevention, warning signs, and treatment of communicable diseases.

1.5 identify prevention, causes, warning signs, and treatment for non-communicable diseases

1.6 identify appropriate community agencies providing resources for disease information and support.

Performance Indicators: at Level 1, the student will be able to

- define disease, communicable disease, and non-communicable disease
- list common communicable and non-communicable diseases
- define STD, HIV, and AIDS
- describe behaviors and preventative measures to control the spread of communicable disease

at Level 2, the student will be able to

- list and define the types of pathogens (virus, bacteria, fungi) that cause communicable disease
- describe how a person can protect themselves against the spread of germs
- differentiate between symptoms of the common cold and the flu
- name common STDs to include signs, symptoms, treatment, and the resulting effects on the body
- discuss healthy behaviors for avoiding STDs
- differentiate between HIV and AIDS
- discuss how HIV is spread
- describe risk factors and warning signs of cancer, heart disease, hypertension, and diabetes
- recognize factors leading to the early onset of heart disease
- identify when to seek medical care
- research available community resources

at Level 3, the student is able to

- outline how the immune system responds to a pathogen
- explain how vaccines help prevent some diseases
- explain how HIV affects the immune system
- define T-cells, B-cells, and antibodies
- categorize STDs by bacterial or viral pathogens

Standard Number 6.0 - Sexuality and Family Life

Standard: The student will examine behaviors, responsibilities, and attitudes of human sexuality and recognize the influence of social and family structures on decision-making.

Learning Expectation:

The student will:

- 6.1 recognize abstinence from sexual activity as a positive choice.
- 6.2 identify positive aspects of a relationship.
- 6.3 identify ways of resisting persuasive tactics regarding sexual involvement.
- 6.4 define sexual harassment, promiscuity, date rape and effects of each.
- 6.5 discuss the influence of families, traditions, economic factors, and cultural activities on one's sexuality.
- 6.6 explain human reproduction.
- 6.7 explore alternatives to consequences of teenage pregnancy including adoption, single parenting, teenage marriage, and abortion.
- 6.8 compare various contraceptive methods
- 6.9 describe gender difference, expectation, and biases
- 6.10 examine the lifelong responsibilities and requirements of being a parent

Performance Indicators: at Level 1, the student will be able to

- define relationship, friendship, and dating
- discuss the positive issues pertaining to abstinence and recognize abstinence as a responsible choice for adolescents
- explain the stages of sexual maturation
- list and discuss the different family structures (nuclear, single parent, blended, extended, adoptive, foster) in today's society
- recognize the effect television, movies, and the media have on forming one's values toward relationships

at Level 2, the student will be able to

- discuss the influence of societal expectations on gender roles
- state factors contributing to a successful marriage
- describe marriage trends such as age, two-career marriages, staying single, etc.
- list trends in parenting such as delaying parenthood, working mothers, father involvement, etc.
- examine teen pregnancy statistics and issues
- give examples of positive and negative peer pressure and manipulation
- role play refusal skills using verbal and nonverbal tactics
- define fertilization, egg cell, sperm cell, embryo, and fetus
- identify the structures and functions of the male and female reproductive systems
- examine hormones and their effects on body changes
- identify the different methods of contraceptives to include advantages and disadvantage, user effectiveness, and how it works

at Level 3, the student will be able to

- examine the stages of development of the fetus
- summarize the process of heredity
- discuss the future of genetics and its potential to design the perfect offspring
- explain the menstrual cycle to include hormonal changes, uterine lining changes, and ovulation

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