

**HealthSmart
Alignment with
New Jersey
Student Learning
Standards—
Comprehensive
Health and
Physical Education**



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Grades K–2: Personal and Mental Health

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Personal Growth and Development			
Core Idea: Individuals enjoy different activities and grow at different rates.			
2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.	24, 25	24, 25	20, 21, 22
Core Idea: Personal hygiene and self-help skills promote healthy habits.			
2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).	5, 6	5, 6, 8	5, 7, 8
2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness	1, 2, 3, 5, 6, 7, 8, 9	1, 4, 5, 6, 8, 9	2, 3, 4, 5, 6, 7, 8
2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.	4		
2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.	4 [genitals not covered until Grade 5]		
Pregnancy and Parenting			
Core Idea: All living things may have the capacity to reproduce.			
2.1.2.PP.1: Define reproduction.		Not covered	
2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).		Not covered	
Emotional Health			
Core Idea: Many factors influence how we think about ourselves and others.			
2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.	1, 3 [Need to add definition of “character”]	1 [Need to add definition of “character”]	
2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.		1, 2	1, 2
2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	2	4	3
Core Idea: There are different ways that individuals handle stress, and some are healthier than others.			
2.1.2.EH.4: Demonstrate strategies for managing one’s own emotions, thoughts and behaviors.	2	4	3
2.1.2.EH.5: Explain healthy ways of coping with stressful situations.			3 [Stress management addressed in Grade 4]

Grades K–2: Personal and Mental Health

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Social and Sexual Health			
Core Idea: Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.			
2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.	1	Can include in 1, 2, 3 or 4	2
2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.	Not covered until Grade 5		
Core Idea: Families shape the way we think about our bodies, our health and our behaviors.			
2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.		2	1
2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.	3 [people who care]	1, 2	2
Core Idea: People have relationships with others in the local community and beyond.			
2.1.2.SSH.5: Identify basic social needs of all people.	3	1	
2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.		1, 2, 3	1
Core Idea: Communication is the basis for strengthening relationships and resolving conflict between people.			
2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.	1	3, 4	
Core Idea: Conflicts between people occur, and there are effective ways to resolve them.			
2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).	Conflict resolution is covered in Grades 3–5		
2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.	11	18	14, 15
Community Health Services and Support			
Core Idea: People in the community work to keep us safe.			
2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.	7, 8, 18		4
2.1.2.CHSS.2: Determine where to access home, school and community health professionals.	7, 8, 18	11	4
2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.	19	17	
2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.	Not covered		

Grades K–2: Personal and Mental Health

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Community Health Services and Support (continued)			
Core Idea: Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.			
2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.	2	4	3, 4
2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).	2	4	4

Grades K–2: Physical Wellness*

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Physical Fitness			
Core Idea: The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.			
2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).	24, 25	24, 25	20, 21, 22
Nutrition			
Core Idea: Nutritious food choices promote wellness and are the basis for healthy eating habits.			
2.2.2.N.1: Explore different types of foods and food groups.	21, 22		17, 18
2.2.2.N.2: Explain why some foods are healthier to eat than others.	22	21	17
2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.	22	21, 22	17, 18

***NOTE:** Only areas and performance expectations that relate to health education content are included.

Grades K–2: Safety

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Personal Safety			
Core Idea: The environment can impact personal health and safety in different ways.			
2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.	10, 12	9, 15	13
<i>HealthSmart does not address environmental health</i>			
Core Idea: Potential hazards exist in personal space, in the school, in the community, and globally.			
2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).	13, 14, 15, 16, 17, 20	10, 11, 12, 13, 14, 15, 16	9, 10, 11, 12, 13
2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).	13, 14, 15, 16, 17, 18	10, 12, 13, 14, 15, 16	9, 10, 11, 12, 13
2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).	14, 16	10	
Core Idea: Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.			
2.3.2.PS.5: Define bodily autonomy and personal boundaries.		20	
2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.	Can be included in 1 or 11	18, 20	
2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).		20	
2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).	10	9, 11, 18, 20	4, 14, 15

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Health Conditions, Diseases and Medicines			
Core Idea: People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.			
2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.	Not covered		
2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).	5, 6, 24, 25	5, 6, 7, 8, 24, 25	5, 7, 8, 20, 21, 22
2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	6, 9	5	5, 7
Alcohol, Tobacco and Other Drugs*			
Core Idea: The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.			
2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.	7		6
2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.	26, 27	26	6, 23, 24
2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.	26, 27	26	23, 24
Dependency, Substances Disorder and Treatment			
Core Idea: Substance abuse is caused by a variety of factors.			
2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.			24
Core Idea: There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.			
2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.			Can be added to 24

***NOTE:** Grades K–2 focus on medicines and tobacco; alcohol is introduced at Grades 3–5.

Grades 3–5: Personal and Mental Health

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Personal Growth and Development			
Core Idea: Health is influenced by the interaction of body systems.			
2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).	6, 7, 8, 9, 10, 17, 18, 19, 20, 23	7, 8, 9, 11, 12, 16, 17, 18	6, 16, 17, 18, 19, 20, 21
Core Idea: Puberty is a time of physical, social, and emotional changes.			
2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.		25, 26	32, 33, 34, 35
2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.		25, 26	32, 33, 34, 35
2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).			34, 35
2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.		27	33, 38
Pregnancy and Parenting			
Core Idea: Pregnancy can be achieved through a variety of methods.			
2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction.	Covered in Middle School		
2.1.5.PP.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).	Not covered		
Emotional Health			
Core Idea: Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.			
2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.	1, 2	2, 4, 5, 10, 25, 28	1, 13, 25, 37
2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.	2	3, 4, 6	1

Grades 3–5: Personal and Mental Health

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Emotional Health (continued)			
Core Idea: Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.			
2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).	2	4, 5, 6	
2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.	3, 4, 13, 15, 16	3, 4, 5, 6	
Social and Sexual Health			
Core Idea: All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.			
2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.			36
2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.	Covered in Middle School		
2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).	5		
Core Idea: Family members impact the development of their children physically, socially and emotionally			
2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.	3		
2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.	2, 3, 15, 16	4, 6, 15, 27	3, 9, 13, 31, 38
Core Idea: People in healthy relationships share thoughts and feelings, as well as mutual respect.			
2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.	3, 4		2
2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.	14, 15		7, 8, 9

Grades 3–5: Personal and Mental Health

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Community Health Services and Support			
Core Idea: Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.			
2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).	Not covered		
2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.	Not covered		
Core Idea: Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.			
2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.	2	3, 4, 5, 6, 27	

Grades 3–5: Physical Wellness*

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Physical Fitness			
Core Idea: The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).			
2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.	23, 24	18, 19	20, 21, 22
2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).	23, 24	18, 19	20, 21, 22
2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.	24	19	22, 23
2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).		19	23
Nutrition			
Core Idea: Understanding the principals of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.			
2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.	17, 18, 19, 20	16, 17	16, 18
2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.	21	17	17, 19
2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.	22	19	22, 23

***NOTE:** Only performance expectations that relate to health education content are included.

Grades 3–5: Safety

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Personal Safety			
Core Idea: Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.			
2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.	9, 10, 11	11, 12	
2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).	<i>HealthSmart does not cover first aid</i>		
2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.	10, 11	11, 12	
Core Idea: There are strategies that individuals can use to communicate safely in an online environment.			
2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.			Can be included in 3
Core Idea: Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.			
2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.	16 [respecting others' boundaries can also be included in 4 or 5]		
2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.	14, 15, 16	14, 15	9, 12, 13
Health Conditions, Diseases and Medicines			
Core Idea: There are actions that individuals can take to help prevent diseases and stay healthy.			
2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.			5
2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).	6, 7	7	6
2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).	1	1, 2 [stress]	1, 13

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Alcohol, Tobacco and Other Drugs*			
Core Idea: The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.			
2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).	25	20	24, 25
2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.	25	20	24, 26
Core Idea: Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.			
2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.			31
Dependency, Substances Disorder and Treatment			
Core Idea: The short- and long-term effects of substance abuse are dangerous and harmful to one's health.			
2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.	25 [medicines vs illegal drugs only]		
	Use/misuse/abuse covered in Middle School		
2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.			31
2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.	29	22, 23	28
Core Idea: The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.			
2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.			31
2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).			31

***NOTE:** Alcohol/tobacco addressed in Grades 3–5; marijuana and other drugs at Middle/High School.