

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

Grades K–5

Grades K–2 – Personal and Mental Health	HealthSmart (Grade – Lesson)
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.	K – 24, 25 1 – 24, 25 2 – 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).	K – 5, 6 1 – 5, 6, 8 2 – 5, 7, 8
2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness	[Need to add definition of “well”] K – 1, 2, 3, 5, 6, 7, 8, 9 1 – 1, 4, 5, 6, 8, 9 2 – 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.	K – 4
2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.	K – 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.	[Need to add definition of “character”] K – 1, 3 1 – 1
2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.	1 – 1, 2 2 – 1, 2
2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	K – 2 1 – 4 2 – 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.	K – 2 1 – 4 2 – 3
2.1.2.EH.5: Explain healthy ways of coping with stressful situations.	2 – 3 [Stress management addressed in Grade 4]

(continued)

Grades K-2 – Personal and Mental Health <i>(continued)</i>	HealthSmart (Grade – Lesson)
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.	K – 1 Can include in 1 – 1, 2, 3 or 4 2 – 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.	1 – 2 2 - 1
2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.	K – 3 [people who care] 1 – 1, 2 2 - 1
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.	K – 3 1 – 1
2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.	1 – 1, 2, 3 2 - 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.	K – 1 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.	K – 11 1 – 18 2 – 14, 15

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Grades K–2 – Personal and Mental Health <i>(continued)</i>	HealthSmart (Grade – Lesson)
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.	K – 7, 8, 18 2 – 4
2.1.2.CHSS.2: Determine where to access home, school and community health professionals.	K – 7, 8, 18 1 – 11 2 – 4
2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.	K – 19 1 – 17
2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.	Not covered
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.	K – 2 1 – 4 2 – 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).	K – 2 1 – 4 2 – 4

Grades K-2 – Physical Wellness*	HealthSmart (Grade – Lesson)
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).	K – 24, 25 1 – 24, 25 2 – 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.	K – 21, 22 2 – 17, 18
2.2.2.N.2: Explain why some foods are healthier to eat than others.	K – 22 1 – 21 2 – 17
2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.	K – 22 1 – 21, 22 2 – 17, 18

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

Grades K–2 – Safety	HealthSmart (Grade – Lesson)
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.	K – 10, 12 1 – 9, 15 2 – 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).	K – 13, 14, 15, 16, 17, 20 1 – 10, 11, 12, 13, 14, 15, 16 2 – 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).	K – 13, 14, 15, 16, 17, 18 1 – 10, 12, 13, 14, 15, 16 2 – 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).	K – 14, 16 1 – 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.	1 – 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 K – 1 or 11 1 – 18, 20
2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).	1 – 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).	K – 10 1 – 9, 11, 18, 20 2 – 4, 14, 15
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).	K – 5, 6, 24, 25 1 – 5, 6, 7, 8, 24, 25 2 – 5, 7, 8, 20, 21, 22 <i>(continued)</i>

Grades K–2 – Safety <i>(continued)</i>	HealthSmart (Grade – Lesson)
Health Conditions, Diseases and Medicines <i>(continued)</i>	
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).	K – 6, 9 1 – 5 2 – 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.	K – 7 2 – 6
2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.	K – 26, 27 1 – 26 2 – 6, 23, 24
2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.	K – 26, 27 1 – 26 2 – 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.	2 – 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 2 – 24

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

Grades 3–5 – Personal and Mental Health		HealthSmart (Grade – Lesson)
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).		3 – 6, 7, 8, 9, 10, 17, 18, 19, 20, 23 4 – 7, 8, 9, 11, 12, 16, 17, 18 5 – 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.		4 – 25, 26 5 – 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.		4 – 25, 26 5 – 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).		5 – 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.		4 – 27 5 – 33, 38
Pregnancy and Parenting		
Core Idea: Pregnancy can be achieved through a variety of methods.		
2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.		Covered in Middle School
2.1.5.PGD.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.		3 – 1, 2 4 – 2, 4, 5, 10, 25, 28 5 – 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.		3 – 2 4 – 3, 4, 6 5 – 1

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Grades 3–5 – Personal and Mental Health <i>(continued)</i>	HealthSmart (Grade – Lesson)
Emotional Health <i>(continued)</i>	
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).	3 – 2 4 –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 – 3, 4, 13, 15, 16 4 –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.	5 – 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).	3 – 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 – 3
2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.	3 – 2, 3, 15, 16 4 – 4, 6, 15, 27 5 – 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 – 3, 4 5 – 2
2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.	3 – 14, 15 5 – 7, 8, 9

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Grades 3–5 – Personal and Mental Health <i>(continued)</i>	HealthSmart (Grade – Lesson)
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.	3 – 2 4 – 3, 4, 5, 6, 27

Grades 3–5 – Physical Wellness *	HealthSmart (Grade – Lesson)
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.	3 – 23, 24 4 – 18, 19 5 – 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).	3 – 23, 24 4 – 18, 19 5 – 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.	3 – 24 4 – 19 5 – 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).	4 – 19 5 – 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.	3 – 17, 18, 19, 20 4 – 16, 17 5 – 16, 18
2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.	3 – 21 4 – 17 5 – 17, 19
2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.	3 – 22 4 – 19 5 – 22, 23

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

Grades 3–5 – Safety	HealthSmart (Grade – Lesson)
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.	3 – 9, 10, 11 4 – 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.	3 – 10, 11 4 – 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 5 – 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.	3 – 16 [respecting others’ boundaries can be included in 3 – 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.	3 – 14, 15, 16 4 – 14, 15 5 – 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 – 5
2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)	3 – 6, 7 4 – 7 5 – 6
2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).	3 – 1 4 – 1, 2 [stress] 5 – 1, 13
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).	3 – 25 4 – 20 5 – 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.	3 – 25 4 – 20 5 – 24, 26

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Grades 3–5 – Safety <i>(continued)</i>	HealthSmart (Grade – Lesson)
Alcohol, Tobacco and Other Drugs* <i>(continued)</i>	
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.	5 – 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.	3 – 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.	5 – 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.	3 – 29 4 – 22, 23 5 – 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.	5 – 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).	5 – 31

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