

Elementary Health Topics & Standards by Grade Level

Kindergarten

Core Idea	Standard	Additional Information
Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy	
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).	
	• 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.	
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.	
	• 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.	
	• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	
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.SSH.4: Determine the factors that contribute to healthy relationships within a family.	
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).	
	• 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.	
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.	
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	• 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.	
	• 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.	
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	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).	

First Grade

Core Idea	Standard	Additional Information
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.	
	• 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.	
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.	Self-Expression Lesson, School Spirit Days
People have relationships with others in the local community and beyond.	• 2.1.2.SSH.5: Identify basic social needs of all people.	
	• 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.	
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.	
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.	
	• 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.	
	• 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.	
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.	
	• 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).	
Potential hazards exist in personal space, in the school, in the community, and globally.	• 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).	
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.	

Second Grade

Core Idea	Standard	Additional Information
Personal hygiene and self-help skills promote healthy habits.	• 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.	
	• 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals	NJCAP lessons SAMPLE LESSONS
All living things may have the capacity to reproduce.	• 2.1.2.PP.1: Define reproduction.	Plant reproduction in science
	• 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).	
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.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.	Career Exploration, books: <i>Ada Twist, Scientist & Rosie Revere Engineer</i> SAMPLE LESSON
People in the community work to keep us safe.	• 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.	
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).	
	• 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).	
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.	Included with NJCAP Lessons
	• 2.3.2.PS.7: Identify behaviors that would be considered child abuse.	
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	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).	
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.	
	2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.	
	2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.	
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.	
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.	

Third Grade

Core Idea	Standard	Additional Information
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.	
	• 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.	
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).	
	• 2.1.5.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.	
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.	
	• 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.	
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.	
	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, etc.	
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).	
	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.	

Fourth Grade

Core Idea	Standard	Additional Information
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.	
	• 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.	
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).	
	• 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.	
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.	
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.	
	2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).	
	2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.	
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.	STEAM Digital Citizenship
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.	
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.	
	2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.	
	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.	
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.	
	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).	

