



LINDEN PUBLIC SCHOOLS

RESPECT FOR DIVERSITY - EXCELLENCE IN EDUCATION - COMMITMENT TO SERVICE

Health Topics

Grades Kindergarten – 5

<https://www.nj.gov/education/standards/chp/>

The following objectives align with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education. These objectives also align with the New Jersey Student Learning Standards for English Language Arts and Science as well as the New Jersey Competencies for Social and Emotional Learning.

Students in grades K-2:

A. Explore how activity helps all human bodies stay healthy

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.2

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.3

B. Understand how body systems work

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.4

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.5

New Jersey Student Learning Standards for Science: 1-LS3-1

C. Define life cycle

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PP.1

New Jersey Student Learning Standards for Science: 3-LS3-1

D. Explain the ways in which parents may care for their offspring (e.g., animals, people, and fish)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PP.2

New Jersey Student Learning Standards for English Language Arts, A.SL4

New Jersey Student Learning Standards for Science: 1-LS1-2

E. Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.1

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Social and Emotional Learning Competencies, Self-Awareness and Social Awareness

F. Identify what it means to be responsible and list personal responsibilities

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.2

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Social and Emotional Learning Competencies, Responsible Decision Making

G. Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, specials classes)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.3

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Social and Emotional Learning Competencies, Self Management

- H. Demonstrate strategies for managing one's own emotions, thoughts and behaviors**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.4
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.5
New Jersey Social and Emotional Learning Competencies, Self Management
- I. Recognize that everyone is unique, and everyone should be respected**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.2
New Jersey Student Learning Standards for Social Studies 6.3
- J. Describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe and determine the factors that contribute to healthy relationships within a family**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.4
New Jersey Student Learning Standards for Social Studies 6.3
- K. Identify basic social needs of all people and determine the factors that contribute to healthy relationships**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.5
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.6
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.7
New Jersey Student Learning Standards for Social Studies 6.3
- L. Define bullying and teasing and explain why they are wrong and harmful and identify healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.8
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.9
New Jersey Student Learning Standards for Social Studies 6.3
New Jersey Social and Emotional Learning Competencies, Relationship Skills
- M. Determine where to access home, school and community health professionals including dialing 9-1-1**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.2
- N. Describe how climate change affects the health of individuals, plants, and animals**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.4
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.HCDM.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.HCDM.2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.HCDM.3
New Jersey Student Learning Standards for Science: 3-LS3-2
New Jersey Student Learning Standards for Science: 3-LS4-4
New Jersey Student Learning Standards for Social Studies 6.3

- O. Identify situations that might result in individuals feeling sad, angry, frustrated, or scared
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.5
New Jersey Student Learning Standards for Social Studies 6.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.6
New Jersey Social and Emotional Learning Competencies, Social Awareness
- P. Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe and 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)
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.4
- Q. Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.5
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.6
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.7
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.8
- R. Explain what medicines are, how they are used, and the importance of utilizing medications properly and identify ways in which drugs, including some medicines, can be harmful
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.DSDT.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.DSDT.2

Students in grades 3-5:

- A. 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)**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.HCDM.1
New Jersey Student Learning Standards for Science: 4-LS1-1
- B. Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.4
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.5
New Jersey Social and Emotional Learning Competencies, Relationship Skills
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.2
- C. Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.HCDM.3
- D. 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 (i.e., rejection, loss, difficult learning situations and/or separation from family or others)**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.4
New Jersey Social and Emotional Learning Competencies, Self Management
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.2
- E. Demonstrate ways to promote dignity and respect for all people**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.2
New Jersey Student Learning Standards for Social Studies 6.3
- F. Describe the importance of communication with family members, caregivers and other trusted adults who share common values, offer emotional support**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.4
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.5
New Jersey Social and Emotional Learning Competencies, Relationship Skills
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH6
New Jersey Student Learning Standards for Social Studies 6.3
- G. Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others**
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.7
New Jersey Social and Emotional Learning Competencies, Relationship Skills

- H. 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)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.CHSS.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.CHSS.2

- I. Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.CHSS.3.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.HCDM.3
New Jersey Social and Emotional Learning Competencies, Self Awareness

- J. Develop strategies to reduce the risk of injuries at home, school, and in the community and demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.2

- K. Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.3

- L. Develop strategies to safely communicate through digital media with respect

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.4

- M. Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.5
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.6

- N. Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer) and describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.4
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.5

II. CONTENT, SCOPE AND SEQUENCE

The grades K-5 Health Education Curriculum contains the three standards for Comprehensive Health and Physical Education. The three standards are Personal and Mental Health, Physical Wellness, and Safety. The K-5 Health Education course guide organizes units of study within the context of Nutter’s “health triangle” (2003). The health triangle illustrates the maintenance and promotion of health as an interrelated process that includes different combinations of physical, mental, and social well-being, together. (See Figure 1.) In addition to organizing the units within the health triangle framework, a fourth stand-alone category is Safety.

This curriculum introduces age-appropriate information about basic health concepts and the practices which support wellness. It contains strategies that enable students to make decisions in order to create and maintain a healthy lifestyle.

Current health topics, emerging health problems and healthcare issues are discussed and analyzed in relation to the impact on the individual and society. It is important to understand that health is not simply the absence of illness and disease, but a condition of wellness supported by positive experiences and responsible decision making.



(figure 1.)

In addition to using the health triangle as a guide for instruction, teachers may also consult the New Jersey Department of Education Comprehensive Health and Physical Education Practices. The Ten Comprehensive Health and Physical Education practices describe the actions and behaviors of active, informed, responsible individuals and contributing community members. Teachers can design learning experiences that will enable their students to develop these skills in conjunction with the content presented in this curriculum.

KINDERGARTEN - GRADE 2

Physical

1. The senses
2. Personal hygiene
 - a. wash hands
 - b. cough in arm
 - c. brush teeth
 - d. wearing appropriate attire for the weather
3. Life cycle (Science lesson)
 - a. all living beings have the capacity to reproduce
 - b. how parents care for offspring (animals, people, fish, etc.)
4. Healthy environments
 - a. skills to prevent the spread of communicable diseases and health conditions

Social

1. Families (*The Family Book* by Todd Parr)
 - a. different kinds
 - b. how do families keep children safe?
2. Factors that contribute to healthy relationships (caring, sharing, being kind)
 - a. basic needs of all people (food, water, a home, etc.) adequate food and a clean environment
 - b. conflict resolution
healthy ways to respond to disagreements (e.g. leave, talk to parents, trusted adults, etc.)
 - c. define bullying and teasing and explain why these actions are wrong and harmful
 - d. respecting differences and dignity of all people (*It's Okay to be Different*, Todd Parr)
3. Self-expression (*Just Be Who You are* Book by Todd Parr)

Mental/Emotional

1. Feelings/Emotions
 - a. self-help skills
 - b. definition of being well
 - c. managing emotions
 - d. healthy ways to cope with stressful situations

- e. identifying a range of different feelings
 - 1) sad
 - 2) angry
 - 3) frustrated
 - 4) scared
- f. identifying individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals)
- 2. Character
 - a. definition
 - b. reflected in thoughts, feelings and actions of oneself and others
 - c. what does it mean to be responsible?
- 3. Self-control
 - a. classrooms
 - b. playgrounds
 - c. other places?

Safety

- 1. People who keep us safe
- 2. Medicines
 - a. how they should be used
 - b. how they should not be used
- 3. Accessing emergency health and safety officials
 - a. how to text and dial 911
- 4. Safe environment (caring for others)
 - a. habits and behaviors to keep self and others safe and the environment
- 5. Potential hazards
 - a. safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention) awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol)
- 6. Unsafe situations
 - a. Strangers
 - b. 9-1-1
 - c. identifying trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous

GRADE 3 - GRADE 5

Physical

- 1. Body systems* (Science lesson)
 - a. The eleven organ systems: skeletal, muscular, digestive, excretory, circulatory, respiratory, lymphatic, endocrine, reproductive, nervous, and integumentary systems.

2. Puberty* (Grade 5- Nurse)
 - a. how the body changes during puberty and how these changes influence personal self-care
 - b. the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary
 - c. common human sexual development and the role of hormones
 - d. 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.

Social

1. People in healthy relationships share thoughts and feelings, as well as mutual respect
 - a. the characteristics of healthy versus unhealthy relationships among friends and with family members
 - b. teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others
 - c. ways to promote dignity and respect for all people
 - d. family members impact the development of their children physically, socially and emotionally
 - e. people in healthy relationships share thoughts and feelings, as well as mutual respect

Mental/Health

1. Self-management skills
 - a. impact an individual's ability to recognize, cope, and express emotions about difficult events
 - b. the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors
 - c. how to cope with rejection, loss, difficult learning situations and/or separation from family or others
2. Zones of Regulation, resiliency, and coping practices
 - a. responding positively to everyday challenges and difficult situations
 - b. different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety)
 - c. how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias)
 - d. 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.

Safety

1. Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
 - a. Develop strategies to reduce the risk of injuries at home, school, and in the community
 - b. first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)
 - c. the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation

2. There are strategies that individuals can use to communicate safely in an online environment
 - a. strategies to safely communicate through digital media with respect
3. Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information
 - a. 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).
 - a. how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change
4. 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
 - a. personal boundaries and demonstrate ways to respect other people's personal boundaries
5. Alcohol, Tobacco and other Drugs and Dependency, Substances Disorder and Treatment

The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences

- a. products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer)
- b. health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products
- c. drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways
- d. behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available
- e. short- and long-term effects of substance abuse are dangerous and harmful to one's health
- f. signs and evaluation of evidence that a person might have an alcohol, tobacco, and/or drug use problem
- g. effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health
- h. use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations
- i. strategies for seeking assistance for someone impacted by an

individual who is struggling with the use/abuse of alcohol or drugs 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 groups)