New Jersey Comprehensive Health and Physical Education

By the end of grade 5

Personal and Mental Health

PGD Personal Growth and Development

Health is influenced by the interaction of body systems.

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). 2.1.5.PGD.1

Puberty is a time of physical, social, and emotional changes.

2 Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.2

3 Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.3

4 Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). 2.1.5.PGD.4

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. 2.1.5.PGD.5

PP Pregnancy and Parenting

Pregnancy can be achieved through a variety of methods.

1 Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PP.1

2 Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy). 2.1.5.PP.2

EH Emotional Health

Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

1 Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.1

2 Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. 2.1.5.EH.2

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Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

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.3

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. 2.1.5.EH.4

SSH Social and Sexual Health

All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

1 Describe gender-role stereotypes and their potential impact on self and others 2.1.5.SSH.1

2 Differentiate between sexual orientation and gender identity. 2.1.5.SSH.2

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). 2.1.5.SSH.3

Family members impact the development of their children physically, socially and emotionally.

4 Describe how families can share common values, offer emotional support, and set boundaries and limits. 2.1.5.SSH.4

5 Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. 2.1.5.SSH.5

People in healthy relationships share thoughts and feelings, as well as mutual respect.

6 Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.6

7 Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 2.1.5.SSH.7

CHSS Community Health Services and Support

Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.

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.1

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 2.1.5.CHSS.2

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Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

3 Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. 2.1.5.CHSS.3

Physical Wellness

Movement Skills and Concepts

1. Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.1
2. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.2
3. Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). 2.2.5.MSC.3
4. Develop the necessary body control to improve stability and balance during movement and physical activity. 2.2.5.MSC.4
5. Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.5
6. Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.MSC.6
7. Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. 2.2.5.MSC.7

Physical Fitness

1. Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. 2.2.5.PF.1
2. Accept and respect others of all skill levels and abilities during participation. 2.2.5.PF.2
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). 2.2.5.PF.3
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 2.2.5.PF.4
5. Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology) 2.2.5.PF.5

Lifelong Fitness

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Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. 2.2.5.LF.1

2. Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. 2.2.5.LF.2
3. Proactively engage in movement and physical activity for enjoyment individually or with others. 2.2.5.LF.3
4. Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). 2.2.5.LF.4
5. Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. 2.2.5.LF.5

1. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. 2.2.5.N.1
2. Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.2
3. Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. 2.2.5.N.3

Safety

Personal Safety

1. Develop strategies to reduce the risk of injuries at home, school, and in the community. 2.3.5.PS.1
2. Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). 2.3.5.PS.2
3. Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. 2.3.5.PS.3
4. Develop strategies to safely communicate through digital media with respect. 2.3.5.PS.4
5. Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. 2.3.5.PS.5
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. 2.3.5.PS.6

Health Conditions, Diseases and Medicines

1. Identify conditions that may keep the human body from working properly, and the ways in which the body responds. 2.3.5.HCDM.1
2. Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) 2.3.5.HCDM.2
3. Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias). 2.3.5.HCDM.3

Alcohol, Tobacco and other Drugs

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Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). 2.3.5.ATD.1

2. Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. 2.3.5.ATD.2
3. Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. 2.3.5.ATD.3

Dependency, Substances Disorder, and Treatment

1. Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. 2.3.5.DSDT.1
2. Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. 2.3.5.DSDT.2
3. Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. 2.3.5.DSDT.3
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.4
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). 2.3.5.DSDT.5