

CURRICULUM

FOR

HEALTH

GRADES K-2

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Kevin K. Robinson

Program Supervisor of Health/Physical Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

Thomas Hemsel

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Health
Grades K-2

Date of Board Adoption:
September 20, 2022

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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RAHWAY PUBLIC SCHOOLS CURRICULUM

Health – Kindergarten

PACING GUIDE

Unit	Title	Pacing
1	Health Education (Community Health Skills and Family Life)	8 weeks

UNIT OVERVIEW

Content Area: Health and Physical Education

Unit Title: Health Education (Community and Personal Safety)

Target Course/Grade Level: Kindergarten

Unit Summary: Students will learn about safety rules related to strangers, seatbelts, home, fire, and 911 emergencies. Students will learn about different dynamics of family life.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.2.A. Effective communication may be a determining factor in the outcome of health and safety-related situations.
- 2.2.2.C. Character traits are often evident in behaviors exhibited by individuals when interacting with others.
- 2.2.2.D. Service projects provide an opportunity to have a positive impact on the lives of self and others.
- 2.2.P.E. Developing an awareness of potential hazards in the environment impacts personal health and safety.
- 2.2.P.E. Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.
- 2.1.P.D. Developing an awareness of potential hazards in the environment impacts personal health and safety.
- 2.1.P.D. Using personal safety strategies reduces the number of injuries to self and others.
- 2.1.2.E. Many factors at home, school, and in the community impact social and emotional health.

21st Century and Career Skills:

- 9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CPR6. Demonstrate creativity and innovation
- CPR11. Use technology to enhance productivity

Interdisciplinary Connections and Standards: Science

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)

Unit Understandings:

Students will understand that...

- It is important to understand community safety concepts such as strangers, home, 911, fire/electric, car, bike, and bus safety.

Unit Essential Questions:

- Why should you never talk to strangers?
- When should you call 911?
- What is your fire escape safety plan?
- If you are lost or in trouble, who can you ask for help?
- What should you wear when riding a bike?
- Why do you need to wear a seatbelt?

Knowledge and Skills:

Students will know...

- Fire safety protocols
- Car/bus/bike safety
- Who to ask for help
- When it's important to call 911
- Electrical safety

Students will be able to...

- Identify safe people within the community to go to for help
- Determine safe decisions when in different environments
- Understand the difference between safe/unsafe actions

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Grading
- Participation
- Rubrics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Discussion, worksheets, videos, read along, stories, small group work, projects.

RESOURCES

Teacher Resources:

- Arthur Family Health (PBS Kids): Arthur and his friends are here to help with games, videos, and resources designed to help keep your family safe and strong.
- BrainPop - Health: Videos, lessons, and more on a range of health related topics.
- CBHPE Health Idea Tank: Health education ideas from the physical education community.
- HealthPoweredKids.org: Free lessons on a variety of health topics.
- KidsHealth: KidsHealth is the most-visited site on the Web for information about health, behavior, and development from before birth through the teen years.
- Safety Related Resources: Our page on safety related resources for health and physical education students.

Equipment Needed:

- Computer, smartboard, worksheets, writing utensils, crayons, scissors, glue sticks, internet access

RAHWAY PUBLIC SCHOOLS CURRICULUM

Health – Grade 1

PACING GUIDE

Unit	Title	Pacing
1	Health Education (Nutrition and Wellness)	8 weeks

UNIT OVERVIEW

Unit Title: Health Education (Nutrition and Wellness)

Target Course/Grade Level: Grade 1

Unit Summary: Students will be introduced to what a healthy lifestyle is and the benefits the right choices make on someone for a lifetime.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.1.2.A. Health-enhancing behaviors contribute to wellness.
- 2.1.2.B. Choosing a balanced variety of nutritious foods contributes to wellness
- 2.1.2.C. Knowledge about diseases and disease prevention promotes health-enhancing
- 2.6.2.A. Appropriate types and amounts of physical activity enhance personal health.
- 2.1.2.A.1. Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.A.2. Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- 2.1.2.B.1. Explain why some foods are healthier to eat than others.
- 2.1.2.C.1. Summarize symptoms of common diseases and health conditions.
- 2.1.2.C.2. Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.6.2.A.1. Explain the role of regular physical activity in relation to personal health

21st Century and Career Skills:

- 9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CPR6. Demonstrate creativity and innovation
- CPR11. Use technology to enhance productivity

Interdisciplinary Connections and Standards: Science

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- It is important to take care of themselves through exercises, nutrition, and hygiene.

Unit Essential Questions:

- How many times should you exercises in a week?
- Why should eat fruits and vegetables?
- Why is it important to bathe daily?
- When are the best times to wash your hands?
- Why do we exercises?
- Why should you avoid junk food?
- Why do we need to wear clean clothes?
- Why is it important to get enough sleep?
- What happens if you skip a meal?

Knowledge and Skills:

Students will know...

- Fitness/exercise routines
- Health foods
- Unhealthy foods
- When it's important to practice proper hygiene
- Proper Hygiene
- The proper amount of sleep they need

Students will be able to...

- Differentiate health food and unhealthy food
- Understand the importance of daily exercise
- Explain why hygiene is important

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Participation

- Skills Assessment
- Grading

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Discussion, worksheets, videos, read along, stories, small group work, projects.

RESOURCES

Teacher Resources:

- Arthur Family Health (PBS Kids): Arthur and his friends are here to help with games, videos, and resources designed to help keep your family safe and strong.
- BrainPop - Health: Videos, lessons, and more on a range of health related topics.
- CBHPE Health Idea Tank: Health education ideas from the physical education community.
- HealthPoweredKids.org: Free lessons on a variety of health topics.
- KidsHealth: KidsHealth is the most-visited site on the Web for information about health, behavior, and development from before birth through the teen years.
- Safety Related Resources: Our page on safety related resources for health and physical education students.
- Bedtime Calculator: Children, teens and adults can use this calculator to identify an appropriate bedtime. Simply select your age and choose your wake time to see the results.
- Child Nutrition Sharing Site: Mission is to provide information & services that promote the continuous improvement of child nutrition programs
- ChooseMyPlate.gov: USDA replaced MyPyramid with MyPlate. Also see MyPlate Activites & Healthy Eating Plate Translations.
- Fooducate: Get independent, objective food recommendations with Fooducate.
- Healthy Beverage Guidelines: Information on different beverages.
- Healthy Breakfast Challenge: Activity from KeepingKidsinMotion.
- Hydration Calculator: CamelBak helps you determine your ideal level of hydration.
- iHeart Water: Resources for promoting hydration.
- New Nutrition Facts Label: Refreshed design and updated information will make it easier for you to make informed food choices that contribute to lifelong healthy eating habits.
- Nourish Interactive: Nourish Interactive is your free one stop resource for fun nutrition games for kids, interactive nutrition tools and tips for parents and health educators to use to promote healthy living for the whole family.
- Rethink Your Drink: Information and resources on hydration from the CDC.
- Science and Our Food Supply: Free supplementary curriculum for middle level and high school classrooms.
- Smart Snacks Product Calculator: Take the guesswork out of nutrition guidelines. Simply enter the product information, answer a few questions, and determine whether your snack, side or entrée item meets the new USDA Smart Snacks in School Guidelines.
- Sports Supplements: Information from Kids Health.
- USDA Dietary Guidelines for Americans: 2020-2025 Edition resources available.
- USDA Summer Food Service Program: Search for free summer meal programs in your area.

- USDA Team Nutrition: Provides training for school food service, nutrition education for children and families, and resources to support a healthier school environment
- What's in Food: Nutrition based resources from Nutrition.gov.
- Whyville Snack Shack Games: Nutrition based games from the FDA.

Equipment Needed:

- Computer, smartboard, worksheets, writing utensils, crayons, scissors, glue sticks, internet access

RAHWAY PUBLIC SCHOOLS CURRICULUM

Health – Grade 2

<i>PACING GUIDE</i>

Unit	Title	Pacing
1	Health Education (Social and Emotional)	8 weeks

UNIT OVERVIEW

Unit Title: Health Education (Social and Emotional)

Target Course/Grade Level: Grade 2

Unit Summary: Students will be introduced to the importance of emotional health and social health.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.1.2.E.H.1. Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others
- 2.1.2.E.H.2. Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.E.H.3. Demonstrate self-control in a variety of settings
- 2.1.2.E.H.4. Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.E.H.5. Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.1. Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2. Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 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.
- 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
- 2.1.2.SSH.7. Explain healthy ways for friends to express feelings for and to one another.

21st Century and Career Skills:

- 9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1. Act as a responsible and contributing citizen and employee
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Interdisciplinary Connections and Standards: Science

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8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)

Unit Understandings:

Students will understand that...

- Mental health and social health is just as important as physical health.

Unit Essential Questions:

- What are healthy ways you can express yourself?
- Why is it important to talk about our feelings?
- What are ways that are unhealthy to express our feelings?
- What are healthy ways to express your feelings to friends?
- Why is it important to listen to others feelings?
- Do we have the same feelings as others?
- What are ways we express ourselves?

Knowledge and Skills:

Students will know...

- Emotions
- How to express their feelings
- How to express themselves
- How to be a good listener
- How to cope with stress

Students will be able to...

- Identify their emotions
- Understand the importance of expressing their emotions
- Understand the importance of listening to others
- Explain why expressing themselves is important
- Explain healthy ways for friends to express feelings.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Grading
- Participation
- Rubrics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Discussion, worksheets, videos, read along, stories, small group work, projects.

RESOURCES

Teacher Resources:

- [Amaze](#): Real info in fun, animated videos that give you all the answers you actually want to know about sex, your body and relationships.
- [Amazing Me](#): Resources for teaching body confidence.
- Arthur Family Health (PBS Kids): Arthur and his friends are here to help with games, videos, and resources designed to help keep your family safe and strong.
- BrainPop - Health: Videos, lessons, and more on a range of health related topics.
- CBHPE Health Idea Tank: Health education ideas from the physical education community.
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