

**CURRICULUM**

**FOR**

**HEALTH**

**GRADES 3-5**

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

## **ACKNOWLEDGMENTS**

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

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Subject/Course Title:  
**Health**  
**Grades 3-5**

Date of Board Adoption:  
**September 20, 2022**

## ACCOMMODATIONS

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

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

Health – Grade 3

***PACING GUIDE***

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Emotional and Social Health	10 weeks

## ***UNIT OVERVIEW***

**Content Area:** Health

**Unit Title:** Emotional and Social Health

**Target Course/Grade Level:** Grade 3

**Unit Summary:** Students will learn ways to self-regulate and manage their social and emotional health. This unit will also have a focus on exercise and corrective movements. Students will learn how to self-correct, and help give corrective feedback to their peers. Citizens will discuss the meaning of offense and defense in relation to various sports, and will focus on working as a team. Students will also discuss social pressures, and what it means to have boundaries.

**Approximate Length of Unit:** 10 weeks

## ***LEARNING TARGETS***

### **NJ Student Learning Standards**

- 2.2.5.LF.1.** Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2.** Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3.** Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.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.N.1.** Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.3.5.PS.5.** Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- 2.2.5.N.2.** Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.2.5.N.3.** Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- 2.1.5.CHSS.1.** Identify health services and resources available and determine how each assists 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.
- 2.1.5.CHSS.3.** Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

## **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.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RI.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings

**6.3.5.GeoGI.1.** Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

**3.OA.** Interpret products of whole numbers

## **Unit Understandings:**

*Students will understand that...*

- Students will learn and identify stress management techniques.
- Students will learn the importance of goal setting and understand the acronym “SMART” when creating goals.
- Students will learn ways to practice healthy habits with diet and hygiene, to prevent illness.
- Students will learn why body control and movement in sports lead to safer and more effective play.
- Students will identify boundaries and learn ways to combat peer pressure by expressing boundaries.
- Students will understand the importance of coaching and receiving corrective feedback.

## **Unit Essential Questions:**

- What are ways to manage stress?
- What is emotional wellbeing?
- What are self-management skills?
- How do you accommodate various fitness levels?
- Why is resting and active heart rate important to consider?
- What makes a goal a SMART goal?
- How do eating habits and lifestyles affect your personal health?
- What are ways to properly handle food?
- How do genetics play a role in health conditions
- What are health risk factors to consider?
- What is the difference between an illness and a disease?

## **Knowledge and Skills:**

*Students will know...*

- How to create “Smart goals.”
- How to give and receive corrective feedback.
- The benefits of daily exercises and play.
- How to properly perform exercise (proper form).
- The different types of exercises.
- How to record data.
- How family history and genetics impact personal health.
- The importance of sportsmanship.

*Students will be able to...*

- Explain the importance of self-correction.
- Identify ways to mitigate or cope with stress.
- Identify ways to manage their social and emotional health.
- Demonstrate dribbling and running.
- Explain the difference between locomotor and non-locomotor movements.
- Explain the terms offense and defense, and how they apply to sport.
- Identify social and personal boundaries.
- Identify and define peer pressure.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- Teacher Observation
- Participation
- Skills Assessment
- Grading

### **Learning Activities:**

- Basketball dribbling skills
- Various sports and team-oriented activities
- Various exercises from all three elements of fitness (strength, endurance, flexibility)
- Endurance activities
- Activities involving strength (pushups, sit ups, etc.)
- Activities encouraging flexibility (yoga, dancing, stretching, etc)
- Fitness stations/ fitness assessments



## *RESOURCES*

### **Teacher Resources:**

- KidsHealth.org
- cdc.gov
- pespecialist.com
- pecentral.org
- <https://classroom.kidshealth.org>
- Teamwork- **by Robert Munsch**
- If winning is everything, Why do I hate to lose? **By- Bryan Smith**
- You'll Never Guess What We did In Gym Today" **by Kenneth Tillman**
- **and Patricia Rizzo Toner** ,
- **Beanbag Fun Record**, "A Teachers Guide to Elementary School Physical Education".

### **Equipment Needed:**

- poly spots, cones, bean bags, uno cards, paper, fit dice, soccer ball, basketball, hula hoops, yoga mats, kickball, assorted, foamballs, whistle, timer

**RAHWAY PUBLIC SCHOOLS CURRICULUM**

Health – Grade 4

***PACING GUIDE***

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Managing the Body for Wellness	10 weeks

## ***UNIT OVERVIEW***

**Content Area:** Health

**Unit Title:** Managing the Body for Wellness

**Target Course/Grade Level:** Grade 4

**Unit Summary:** Students will learn about various health resources in their community and elsewhere. Students will discuss the importance of fitness in maintaining a healthy lifestyle and learn why the foods we eat are so important for a healthy lifestyle. Students will also create workout goals to increase their muscular strength and endurance and learn about the importance of goal setting.

**Approximate Length of Unit:** 10 weeks

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

- 2.2.5.LF.1.** Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2.** Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3.** Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.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.N.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.2.** Create a healthy meal based on nutritional content, value, calories, and cost.

### **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.
- CRP12.** Work productively in teams while using cultural global competence.

## **Interdisciplinary Connections and Standards: Science/Mathematics**

**3.OA.** Interpret products of whole numbers

**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. [Clarification Statement: Examples of pushes or pull]

**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...*

- Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Students will be able to develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Students will be able to perform and increase the range of motion in dynamic stretching and breathing exercises.
- Students will be able to explain the importance of knowing how the body works.
- Students will be able to explain how heredity and the environment affects personal health and fitness.
- Students will be able to explain how to prevent diseases and health conditions.
- Students will be able to demonstrate how to seek health when experiencing a health problem.
- Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

### **Unit Essential Questions:**

- What are some ways/activities that you can do to keep your bodies healthy?
- Why is it important to learn new words and incorporate them into our daily lives?
- How does greater flexibility improve physical fitness?
- Why is it important to know how my body works?
- Is everyone the same?
- How does heredity and the environment affect personal health and fitness?
- How are most diseases and health conditions preventable?
- How would you seek help when experiencing a health problem?

### **Knowledge and Skills:**

Students will know...

- How flexibility prevents injury and improves performance
- How to identify food groups
- How to maintain proper form and technique
- How to catch throw and balance objects
- How to dribble pass and shoot a ball
- How to strike a stationary and moving object

- How to aim at a partner and target
- How to identify health resources in their community

*Students will be able to...*

- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Perform and increase the range of motion in dynamic stretching and breathing exercises.
- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
- Explain how eating healthy keeps the body system functioning effectively.
- Create a healthy meal based on nutrition, calories, and cost.
- Create a plan to reach a personal nutrition health goal.
- Identify health services and resources available in the community.
- Describe the ways businesses and organizations work together to address health problems.
- Describe strategies that are useful for individuals who are feeling sadness, anger, or stress.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- Teacher observation
- Grading
- Participation rubrics
- paper test

### **Learning Activities:**

- Discussion, worksheets, videos
- Group projects
- Fitness challenges

## ***RESOURCES***

### **Teacher Resources:**

- “What are we Doing in Gym Today” By **Kenneth Tillman**
- <https://jr.brainpop.com/>,
- <http://www.pcentral.org>,
- <https://classroom.kidshealth.org>,
- <https://www.pinterest.com/explore/health-lessons>,

- <http://www.learntobehealthy.org/kids/>

**Equipment Needed:**

- poly spots, cones, bean bags, yoga mats
- uno cards, paper, fit dice,
- soccer ball, basketball, hula hoops

**RAHWAY PUBLIC SCHOOLS CURRICULUM**

Health – Grade 5

***PACING GUIDE***

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Personal Health and Fitness/Community Health	8 weeks

## *UNIT OVERVIEW*

**Content Area:** Health

**Unit Title:** Personal/Emotional Health and Fitness/Community Health

**Target Course/Grade Level:** Grade 5

**Unit Summary:** Students will learn about various health resources in their community and elsewhere. Students will be able to identify personal health topics and community health resources. Students will complete a variety of compound exercises. Students will develop their understanding of the importance of exercise for overall health and wellness.

**Approximate Length of Unit:** 8 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 2.3.5.PS.1.** Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 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.
- 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.  
recreational activities).
- 2.2.5.MSC.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.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.PF.1.** Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- 2.2.5.PF.2.** Accept and respect others of all skill levels and abilities during participation.
- 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.
- 2.2.5.LF.1.** Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.



- 2.2.8.PF.1.** Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2.** Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3.** Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4.** Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5.** Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 2.1.8.EH.1.** Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2.** Analyze how personal attributes, resiliency, and protective factors support mental 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.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.

### **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...*

- Students will learn and identify stress management techniques
- Students will learn the importance of goal setting and understand the acronym “SMART” when creating goals.
- Students will learn ways to practice healthy habits with diet and hygiene, to prevent illness..
- Students will learn why body control and movement in sports lead to safer and more effective play.
- Students will identify community health resources

- Students will understand the importance of coaching and receiving corrective feedback

**Unit Essential Questions:**

- What are ways to manage stress?
- What is emotional well-being?
- What are self-management skills?
- What is peer pressure?
- How do eating habits and lifestyles affect your personal health?
- What are boundaries?
- How do emotions influence behavior?

**Knowledge and Skills:**

*Students will know...*

- How to identify boundaries and personal space.
- How emotions influence behavior.
- How eating habits and lifestyle affect personal health.
- How to describe and differentiate motor skills.

*Students will be able to...*

- Identify community health resources.
- Explain the importance of self-correction.
- Identify ways to mitigate or cope with stress.
- Identify ways to manage their social and emotional health.
- Identify social and personal boundaries.
- Identify and define peer pressure.

***EVIDENCE OF LEARNING***

**Assessment:**

- Teacher Observation
- Participation
- Grading
- Rubrics

### Learning Activities:

- Guard the castle, Soccer, basketball, t-ball, football, Punch ball/kickball, relay races, tag games, capture games, keep away, volleyball, keep it up

### *RESOURCES*

- **Teacher Resources:**
  - Shapeamerica.org
  - kahoot.com
  - pespecialist.com
  - pecentral.org
  - [kidshealth.org](http://kidshealth.org),
  - Teamwork- by Robert Munsch
  - If winning is everything, Why do I hate to lose? By- Bryan Smith
  - You'll Never Guess What We did In Gym Today" by Kenneth Tillman and Patricia Rizzo Toner
  - Beanbag Fun Record, "A Teachers Guide to Elementary School Physical Education".
  - Equipment Needed: poly spots, cones, bean bags, uno cards, paper, fit dice, soccer ball, basketball, hula hoops, yoga mats