



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Health & Physical Education

Course: Health Education

Grade Level: 3-5

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

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Subject/Course Title:
3rd-5th Grade Health Education

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

Health Education: Grade 3-5

PACING GUIDE

Unit	Title	Pacing
1	3rd- Emotional and Social Health	4 weeks
2	3rd- Nutrition and Personal Wellness	4 weeks
3	4th- Managing the Body for Wellness	4 weeks
4	4th- Community Health and Responsibility	4 weeks
5	5th- Personal and Emotional Health	4 weeks
6	5th- Decision-Making and Goal Setting	4 weeks

ACCOMMODATIONS

504 Accommodations:

- 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.
- Please provide a copy of the teaching notes, including 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 the Think-Pair-Share structure.
- Check for understanding frequently.
- Have the student restate the 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.
- A 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 students with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.

IEP Accommodations:

- 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 the Think-Pair-Share structure.
- Check for understanding frequently.
- Have the student restate the 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.

<ul style="list-style-type: none"> ● Assist in maintaining agenda book. 	
<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. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign a peer buddy with whom the student can work. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have the 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. ● 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.

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| | <ul style="list-style-type: none">● 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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UNIT 1 OVERVIEW

Content Area: Health Education

Unit Title: Emotional and Social Health

Target Course/Grade Level: Health Education: Grade 3

Unit Summary: This unit focuses on emotional literacy, conflict resolution, and the development of healthy relationships. Students will explore their feelings, social situations, and strategies for expressing themselves in a constructive manner.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **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.

Career Readiness, Life Literacies, and Key Skills:

- **9.1.5.CR.1:** Identify ways to collaborate and problem-solve with others.
- **9.4.5.CI.3:** Use a variety of brainstorming techniques to enhance problem-solving skills.

Interdisciplinary Connections and Standards:

- ELA: Reflective journaling and personal narratives
- Art: Create visual representations of emotions

Unit Understandings:

Students will understand that...

- Emotions affect our decisions and relationships.
- A healthy expression of feelings fosters empathy and respect.

Unit Essential Questions:

- How do our emotions impact our choices?
- How can we handle challenging social situations respectfully?

Knowledge and Skills:

Students will know...

- Basic emotional vocabulary and self-awareness skills
- How to respond to conflicts and stress

Students will be able to...

- Identify emotions in themselves and others.
- Apply coping strategies and communication tools in role-play and reflection

EVIDENCE OF LEARNING

Final Assessment:

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

- Summative: Handouts Deciding on Empathy, Empathy Award

Learning Activities:

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

- Feelings sort and journal entries
- Partner role-play scenarios (e.g., disagreement with a friend)
- Create a “Feelings First Aid Kit” with coping tools

RESOURCES

Teacher Resources:

- KidsHealth.org – Feelings
- CASEL SEL Competency Descriptions
- Zones of Regulation visuals

Equipment Needed:

- Paper, drawing materials, storybooks, digital devices (optional)

UNIT 2 OVERVIEW

Content Area: Health Education

Unit Title: Nutrition and Personal Wellness

Target Course/Grade Level: Health Education: Grade 3

Unit Summary: Students will learn the fundamentals of nutrition, how to read basic food labels, and how nutrition connects to physical and emotional wellness. Lessons will emphasize balance, variety, and healthy habits.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **2.2.5.N.1:** Explain how healthy eating provides energy and helps individuals grow.
- **2.2.5.N.2:** Identify common nutritional goals.

Career Readiness, Life Literacies, and Key Skills:

- **9.1.5.CP.1:** Develop criteria to prioritize needs and wants.
- **9.4.5.TL.4:** Compare the benefits of different technologies used in daily life.

Interdisciplinary Connections and Standards:

- Math: Graph food choices by food group
- Science: Explore how nutrients fuel the body

Unit Understandings:

Students will understand that...

- What we eat influences how we feel and function.
- Good nutrition is a daily choice we control.

Unit Essential Questions:

- What makes a meal healthy?

- Why do different people have different dietary needs?

Knowledge and Skills:

Students will know...

- Nutrient types and food group basics
- Daily healthy habits (e.g., water intake, rest, variety)

Students will be able to...

- Read a simple food label
- Build a balanced meal plan with variety

EVIDENCE OF LEARNING

Final Assessment:

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

- Summative: A Winning Lunch , Dream Snack Machine

Learning Activities:

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

- Build-a-Plate game (MyPlate)
- Healthy vs. unhealthy habit sorting
- Design a food label for a healthy snack

RESOURCES

Teacher Resources:

- KidsHealth.org – Nutrition
- MyPlate.gov Activities
- Interactive food journals or planning templates

Equipment Needed:

- Magazines, scissors, food packaging, and chart paper

UNIT 3 OVERVIEW

Content Area: Health Education

Unit Title: Managing the Body for Wellness

Target Course/Grade Level: Health Education: Grade 4

Unit Summary: Students will explore how regular physical activity, sleep, hygiene, and balanced routines support personal wellness and academic success. Emphasis will be placed on self-care habits and understanding body changes.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **2.1.5.PGD.1:** Identify effective personal hygiene practices and health habits.
- **2.2.5.PF.1:** Identify the physical, social, and emotional benefits of regular physical activity.

Career Readiness, Life Literacies, and Key Skills:

- **9.1.5.CR.2:** Describe ways to set and achieve goals.
- **9.4.5.IML.5:** Distinguish factual content from opinions in health topics.

Interdisciplinary Connections and Standards:

- Science: Body systems and sleep cycles
- ELA: Write a personal wellness goal statement

Unit Understandings:

Students will understand that...

- Daily habits affect long-term health.
- Physical and emotional wellness are connected.

Unit Essential Questions:

- How do our habits shape our health?
- What can we do each day to stay healthy?

Knowledge and Skills:

Students will know...

- Healthy hygiene practices and physical activity routines
- Effects of poor sleep, hygiene, and inactivity

Students will be able to...

- Track a week of personal habits
- Set a goal to improve a wellness habit

EVIDENCE OF LEARNING

Final Assessment:

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

- Summative: Create a health habit log and goal-setting poster
- Summative: Sharing Fitness Tips

Learning Activities:

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

- Daily self-care journal
- Personal hygiene checklist challenge
- Physical activity tracker and goal-setting worksheet

RESOURCES

Teacher Resources:

- KidsHealth.org – Personal Health
- CDC Sleep and Hygiene Tips for Kid

Equipment Needed:

- Wellness tracking sheets, health posters, hygiene materials

UNIT 4 OVERVIEW

Content Area: Health Education

Unit Title: Community Health and Relationship

Target Course/Grade Level: Health Education: Grade 4

Unit Summary: This unit emphasizes the importance of respectful behavior, community roles, and the shared responsibility of maintaining the health and safety of others. Students explore how their choices affect their classmates, families, and neighborhoods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **2.1.5.SSH.4:** Develop strategies to show respect and care for others.
- **2.3.5.HCDM.1:** Identify conditions that may keep the human body from functioning properly and ways to reduce the risk.

Career Readiness, Life Literacies, and Key Skills:

- **9.1.5.EG.3:** Explain how our behaviors affect the health of our community.
- **9.4.5.CI.1:** Explore the role of empathy and perspective-taking in relationships.

Interdisciplinary Connections and Standards:

- Social Studies: Community roles and public service
- ELA: Letter writing campaign about a local health issue

Unit Understandings:

Students will understand that...

- We each play a role in creating a safe and healthy community.
- Respect and responsibility strengthen our relationships.

Unit Essential Questions:

- What makes a community healthy?
- How do our actions affect the people around us?

Knowledge and Skills:

Students will know...

- How to identify healthy and respectful behaviors
- Roles and responsibilities of community helpers

Students will be able to...

- Describe how personal behaviors affect others
- Demonstrate empathy and problem-solving in community-based scenarios

EVIDENCE OF LEARNING

Final Assessment:

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

- Summative: Create a class “Community Care Contract” or group PSA poster
- Summative: Kindness Coupons

Learning Activities:

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

- Create posters promoting respectful school behavior
- Role-play community health helper situations
- Write a thank-you letter to a community worker

RESOURCES

Teacher Resources:

- KidsHealth.org – Community Health
- Local public health websites or speaker visits

Equipment Needed:

- Poster materials, digital tools for video or slideshow creation, writing paper

UNIT 5 OVERVIEW

Content Area: Health Education

Unit Title: Personal and Emotional Health

Target Course/Grade Level: Health: Grade 5

Unit Summary: This unit focuses on self-image, stress, and coping skills. Students will examine internal and external influences on emotional health and learn how to manage stress and practice self-care.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **2.1.5.EH.3:** Analyze how peers, family, and media influence thoughts, feelings, and behaviors.
- **2.1.5.EH.4:** Identify behaviors that help to deal with difficult situations.

Career Readiness, Life Literacies, and Key Skills:

- **9.1.5.CP.2:** Evaluate the role of emotions and empathy in decision-making.
- **9.4.5.GCA.1:** Analyze how culture and context influence personal behavior.

Interdisciplinary Connections and Standards:

- ELA: Personal reflection and goal-setting journals
- Art: Expressing emotion through visual art or collage

Unit Understandings:

Students will understand that...

- Emotional health affects overall well-being.
- Self-awareness and healthy coping strategies can reduce stress.

Unit Essential Questions:

- What influences how we feel about ourselves?
- How can we healthily manage stress?

Knowledge and Skills:

Students will know...

- What contributes to self-image and emotional balance
- Effective ways to handle emotional stress

Students will be able to...

- Identify stress triggers and coping methods.
- Reflect on emotional strengths and self-worth

EVIDENCE OF LEARNING

Final Assessment:

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

- Summative: Create a stress-reduction toolkit with personal strategies and supports
- Summative: Stress Quiz

Learning Activities:

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

- Mood tracker journaling
- Deep breathing and mindfulness practice
- Positive self-talk wall display

RESOURCES

Teacher Resources:

- KidsHealth.org – Emotions
- MindUP Curriculum by the Hawn Foundation

Equipment Needed:

- Journals, art materials, and optional audio tools for mindfulness

UNIT 5 OVERVIEW

Content Area: Health Education

Unit Title: Decision-Making and Goal Setting

Target Course/Grade Level: Health Education: 5th Grade

Unit Summary: Students will learn the process of making informed and responsible decisions. The unit will also explore how setting personal goals can lead to improved health and academic outcomes.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **2.1.5.SSH.5:** Demonstrate ways to promote dignity and respect for others.
- **2.2.5.DM.1:** Identify health-related situations that require decision-making.

Career Readiness, Life Literacies, and Key Skills:

- **9.1.5.GCA.2:** Identify how decision-making can be affected by personal and cultural influences.
- **9.4.5.CT.3:** Describe how digital tools can be used to make informed decisions.

Interdisciplinary Connections and Standards:

- Math: Goal setting with measurable outcomes
- Social Studies: Decision-making in civic life

Unit Understandings:

Students will understand that...

- Thoughtful decisions promote health and success.
- Setting goals provides focus and direction.

Unit Essential Questions:

- How do I make responsible decisions?

- How does goal-setting support my personal growth?

Knowledge and Skills:

Students will know...

- Steps of the decision-making process
- Qualities of realistic, healthy goals

Students will be able to...

- Apply a decision-making model to scenarios
- Set a SMART goal and outline steps to achieve it

EVIDENCE OF LEARNING

Final Assessment:

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

- Summative: Decision scenario role-play and SMART goal presentation

Learning Activities:

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

- Decision-making flowchart
- SMART goal planning template
- Role-playing daily choices and outcomes

RESOURCES

Teacher Resources:

- KidsHealth.org – Decision-Making
- Character Education resources from The Responsive Classroom

Equipment Needed:

- Goal charts, role-play cards, printable planning tools