



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
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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: K-2

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

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Subject/Course Title:
Health Education: K-2

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RAHWAY PUBLIC SCHOOLS CURRICULUM

CONTENT AREA: Health Education: K-2

PACING GUIDE

Unit	Title	Pacing
1	K-Personal and Community Safety	4 weeks
2	K-Family and Feelings	4 weeks
3	1st Grade- Nutrition and Physical Wellness	4 weeks
4	1st Grade- Healthy Habits and Hygiene	4 weeks
5	2nd Grade- Social and Emotional Health	4 weeks
6	2nd Grade- Personal Growth and Decision Making	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.
- 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.

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 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.

Gifted and Talented Accommodations:

- 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.

ELL Accommodations:

- 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.
- 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: Personal and Community Safety

Target Course/Grade Level: Health Education: Kindergarten

Unit Summary: Students will learn how to recognize unsafe situations and understand community safety rules including fire, transportation, and emergencies. They will identify trusted adults and practice basic safety routines.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **2.3.2.PS.1:** Demonstrate personal safety strategies and awareness in different environments.
- **2.3.2.HCDM.1:** Demonstrate basic first aid procedures for common injuries. **9.1.2.CR.1:** Recognize ways to stay safe in various environments.

Career Readiness, Life Literacies, and Key Skills:

- **9.1.2.CR.1:** Recognize ways to stay safe in various environments.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete tasks.

Interdisciplinary Connections and Standards:

- ELA: Discuss safety stories and vocabulary
- Science: Investigate protective gear (helmets, seat belts)

Unit Understandings:

Students will understand that...

- Safety rules are essential to protect ourselves and others.
- Trusted adults help in emergencies

Unit Essential Questions:

- When should you call 911?
- What do you do if you are lost or in danger?
- Who can help you when you feel unsafe?

Knowledge and Skills:

Students will know...

- Basic safety procedures (fire, road, emergency)
- Contacting emergency help
- Identify safe and unsafe situations
- Practice calling 911 and stating their name and address

Students will be able to...

- Identify safe and unsafe situations
- Practice calling 911 and stating their name and address

<i>EVIDENCE OF LEARNING</i>

Final Assessment:

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

- Formative: role-playing, class discussions
- Summative: create a "Safety Booklet" with illustrations
- Summative: Safetyland Activity and Quiz
 - https://kidshealth.org/classroom/prekto2/personal/safety/strangers_911.pdf

Learning Activities:

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

- Watch safety videos (e.g., Safe Side Super Chick)
- Practice stop, drop, and roll
- Create fire escape plans

RESOURCES

Teacher Resources:

- KidsHealth.org — Safety section
- BrainPop Jr. – Safety Videos
- PBS Arthur – Safety episodes and resources

Equipment Needed:

- Chart paper, crayons, smartboard, access to internet

UNIT OVERVIEW

Content Area: Health Education

Unit Title: Family and Feelings

Target Course/Grade Level: Health Education: Kindergarten

Unit Summary: Students will explore different types of families and learn how to express and identify emotions. They will understand respect, kindness, and the importance of listening.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **2.1.2.SSH.3:** Describe different kinds of families.
- **2.1.2.EH.1:** Explain the meaning of character and how it is reflected in thoughts and actions.

Career Readiness, Life Literacies, and Key Skills:

- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.

Interdisciplinary Connections and Standards:

- ELA: Emotion-themed read-alouds
- Art: Draw feelings faces

Unit Understandings:

Students will understand that...

- Families may look different but share love and support.
- Everyone has feelings and ways to express them.

Unit Essential Questions:

- What is a family?
- How do we show kindness to others?

- Why is it important to talk about our feelings?

Knowledge and Skills:

Students will know...

- Types of emotions
- Different family structures

Students will be able to...

- Identify and express feelings
- Show empathy and respect

EVIDENCE OF LEARNING

Final Assessment:

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

- Summative: Emotion Matching Activity and “All About My Family” booklet
 - All About My Family

Learning Activities:

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

- Feelings charades
- Family collage activity
- Storytime: *The Family Book* by Todd Parr

RESOURCES

Teacher Resources:

- KidsHealth.org – Feelings
- SEL books: *My Many Colored Days*, *The Color Monster*

Equipment Needed:

- Storybooks, crayons, magazines, glue, and chart paper

UNIT 3 OVERVIEW

Content Area: Health Education

Unit Title: Nutrition and Physical Wellness

Target Course/Grade Level: Health Education: Grade 1

Unit Summary: Students will learn how proper nutrition and physical activity contribute to overall health. Lessons include the importance of food groups, portion control, and active play.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **2.2.2.N.1:** Explore different types of foods and explain why some are healthier than others.
- **2.2.2.PF.1:** Explain the benefits of physical activity and keeping the body in balance.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.2.DC.1:** Explain differences between healthy and unhealthy habits online and offline.
- **9.1.2.CR.2:** Explain why goals should be challenging and achievable.

Interdisciplinary Connections and Standards:

- Math: Counting servings or food items
- ELA: Write a recipe or daily menu

Unit Understandings:

Students will understand that...

- Balanced nutrition and regular physical activity keep our bodies healthy.
- We make choices that affect how we feel.

Unit Essential Questions:

- What is a healthy food choice?
- Why is physical activity important every day?

Knowledge and Skills:

Students will know...

- The basic food groups and examples
- Importance of exercise

Students will be able to...

- Create a balanced meal chart
- Perform and reflect on movement routines

EVIDENCE OF LEARNING

Final Assessment:

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

- Summative: Food group sorting project and exercise journal
- Summative: Go Slow Woah Assessment

Learning Activities:

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

- Food group relay race
- “My Plate” poster activity
- Guided yoga/stretch break

RESOURCES

Teacher Resources:

- KidsHealth.org – Nutrition
- MyPlate.gov resources
- GoNoodle for physical activity

Equipment Needed:

- Food group cards, chart paper, video access, open space

UNIT 4 OVERVIEW

Content Area: Health Education

Unit Title: Healthy Habits and Hygiene

Target Course/Grade Level: Health Education: Grade 1

Unit Summary: Students will examine how everyday habits like handwashing, brushing teeth, and sleep influence overall health. They will also learn to identify and stay away from germs.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **2.1.2.PGD.2:** Develop an awareness of healthy habits.
- **2.1.2.HCDM.2:** Demonstrate personal hygiene routines.

Career Readiness, Life Literacies, and Key Skills:

- **9.1.2.RM.1:** Describe how helpful behaviors impact relationships.
- **9.4.2.CT.1:** Gather information about a problem to solve it.

Interdisciplinary Connections and Standards:

- Science: Learning about bacteria and germs
- Art: Design hygiene posters

Unit Understandings:

Students will understand that...

- Our choices impact not only our health but also the health of others.
- Hygiene helps keep our bodies clean and prevents illness.

Unit Essential Questions:

- What are good hygiene habits?
- How can we stop the spread of germs?

Knowledge and Skills:

Students will know...

- Hygiene tools and routines
- What germs are and how they spread

Students will be able to...

- Demonstrate correct handwashing
- Brush model teeth with guidance

EVIDENCE OF LEARNING

Final Assessment:

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

- Summative: Create a hygiene routine flipbook
- Summative: Healthy Tooth foods

Learning Activities:

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

- Glitter germs experiment
- Brushing teeth song routine
- Wash-your-hands poster

RESOURCES

Teacher Resources:

- KidsHealth.org – Personal Health
- CDC Germ Prevention resources

Equipment Needed:

- Soap, glitter, posters, demo teeth kits

UNIT 5 OVERVIEW

Content Area: Health Education

Unit Title: Social and Emotional Health

Target Course/Grade Level: Health Education: 2nd Grade

Unit Summary: This unit focuses on emotional awareness, empathy, and effective communication. Students will identify different emotions, learn how to manage them, and develop healthy social interactions through role-play and collaborative activities.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **2.1.2.EH.2:** Identify strategies that are used to cope with difficult situations.
- **2.1.2.EH.3:** Demonstrate ways to express needs, wants, and feelings in a healthy way.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.1.2.RM.2:** Identify situations when a trusted adult should be asked for help.

Interdisciplinary Connections and Standards:

- ELA: Writing journal reflections about feelings
- Drama: Emotion charades and scenarios

Unit Understandings:

Students will understand that...

- Emotions are natural and manageable.
- Healthy communication helps build strong relationships.

Unit Essential Questions:

- How can we express our feelings in safe ways?
- What can we do when we feel overwhelmed or upset?

Knowledge and Skills:

Students will know...

- A range of emotions and coping strategies
- The importance of empathy and listening

Students will be able to...

- Identify their feelings and express them appropriately
- Demonstrate active listening and turn-taking

EVIDENCE OF LEARNING

Final Assessment:

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

- Summative: Emotions “toolbox” project and peer feedback checklist
- Summative: Good Feelings Journal Feelings and Faces

Learning Activities:

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

- Create a feelings wheel
- Breathing and mindfulness exercises
- Role-play solving peer conflicts

RESOURCES

Teacher Resources:

- KidsHealth.org – Emotions
- CASEL SEL Competencies

Equipment Needed:

- Chart paper, markers, student journals, classroom props

UNIT 6 OVERVIEW

Content Area: Health Education

Unit Title: Personal Growth and Decision-Making

Target Course/Grade Level: Health Education: 2nd Grade

Unit Summary: Students will build self-awareness by exploring their strengths, setting goals, and learning to make healthy decisions. They will engage in reflection activities and collaborative discussions to build responsible decision-making skills.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **2.1.2.PGD.4:** Use goal-setting and decision-making skills to develop a plan for achieving a personal goal.
- **2.1.2.CHSS.2:** Determine appropriate and inappropriate touch.

Career Readiness, Life Literacies, and Key Skills:

- **9.1.2.CR.3:** Explain how people work together to solve problems.
- **9.4.2.TL.6:** Illustrate and communicate ideas using various digital tools.

Interdisciplinary Connections and Standards:

- Technology: Create a digital goal chart
- Math: Measure progress on personal goals (charts, graphs)

Unit Understandings:

Students will understand that...

- Setting goals helps us grow.
- Good decisions help keep us safe and healthy.

Unit Essential Questions:

- What makes a good decision?

- How can we learn from mistakes?

Knowledge and Skills:

Students will know...

- How to recognize safe and respectful behavior.
- Steps in decision-making and goal setting

Students will be able to...

- Create and reflect on personal goals.
- Identify situations when asking for help is necessary.

Final Assessment:

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

- Summative: “My Goal Plan” writing project and decision-making scenario cards
- Summative: Happy Days What Might Happen Next

Learning Activities:

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

- Personal growth timeline activity
- Practice with social scenarios (What would you do?)
- Digital drawings of “future me”

RESOURCES

Teacher Resources:

- KidsHealth.org – Growing Up
- Character education books (e.g., *What Do You Do with a Problem?*)

Equipment Needed:

- Paper, tablets/computers, scenario cards, drawing materials