



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:** 6

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

### **ACKNOWLEDGMENTS**

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**Thomas Hemsel**

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

Subject/Course Title:  
**Health Education: Grade 6**

Date of Board Adoption:  
**August 26, 2025**

**RAHWAY PUBLIC SCHOOLS CURRICULUM**

CONTENT AREA: GRADE 6

***PACING GUIDE***

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Emotional and Social Health	5 weeks
2	Nutrition and Personal Wellness	5 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.
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- 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"><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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## *UNIT 1 OVERVIEW*

**Content Area:** Health Education

**Unit Title:** Social Media, Stress, and Emotional Health

**Target Course/Grade Level:** Health Education: Grade 6

**Unit Summary:** This unit addresses the impact of digital communication and social media on mental health, emotional development, and social interactions. Students will evaluate healthy boundaries, online safety, emotional regulation, and sources of stress, while exploring techniques to manage stress and maintain balance.

**Approximate Length of Unit:** 5 weeks

## *LEARNING TARGETS*

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

- **2.1.8.EH.1:** Analyze how personal and cultural values impact emotional health.
- **2.1.8.EH.2:** Describe stress management strategies and their benefits.
- **2.1.8.EH.4:** Compare and contrast ways peers and media influence thoughts, feelings, and behaviors.

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.1.8.CR.1:** Compare ways to collaborate in different settings and how digital tools can support collaboration.
- **9.4.8.IML.6:** Identify sources of stress and healthy ways to manage them in a variety of settings.

### **Interdisciplinary Connections and Standards:**

- ELA: Personal narrative about digital experiences or emotional challenges
- Technology: Online safety and responsible media use workshops

### **Unit Understandings:**

*Students will understand that...*

- Digital interactions affect emotional and social wellness.
- Managing stress and setting digital boundaries supports mental health.

**Unit Essential Questions:**

- How does social media influence our emotions and self-image?
- What are effective strategies to manage stress and digital overload?

**Knowledge and Skills:**

*Students will know...*

- Effects of screen time and media comparison
- Types of stress and how they affect the body and mind

*Students will be able to...*

- Analyze online behavior and emotional responses
- Practice mindfulness, boundaries, and stress-reduction strategies

***EVIDENCE OF LEARNING***

**Final Assessment:**

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

- Summative: Online Safety Quiz

**Learning Activities:**

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

- Stress mapping exercise and emotion journaling
- Media literacy and body image reflection
- Digital detox plan and mindfulness toolkit design

***RESOURCES***

**Teacher Resources:**

- KidsHealth.org – Internet Safety
- Common Sense Media Curriculum

- Mindfulness practices and digital citizenship resources

**Equipment Needed:**

- Journals, digital tools for research, reflection sheets

## ***UNIT 2 OVERVIEW***

**Content Area:** Health Education

**Unit Title:** Personal Responsibility and Community Wellness

**Target Course/Grade Level:** Health Education: Grade 6

**Unit Summary:** This unit focuses on personal responsibility for health, the influence of family and community, and how individuals can contribute to a safer, healthier society. Students will examine hygiene, self-care, and civic behaviors while exploring how choices impact both themselves and those around them.

**Approximate Length of Unit:** 5 weeks

## ***LEARNING TARGETS***

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

- **2.1.8.PGD.1:** Explain how body systems are affected by personal health choices.
- **2.1.8.SSH.3:** Demonstrate behaviors that promote dignity and respect for self and others.
- **2.2.8.N.1:** Analyze how culture, health status, and personal preferences impact healthy eating.

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.1.8.CR.2:** Compare approaches for planning and budgeting time to complete tasks and meet goals.
- **9.4.8.CI.1:** Assess the impact of individual and group decisions on local and global communities.

### **Interdisciplinary Connections and Standards:**

- Social Studies: Civic responsibility and public service
- Science: How lifestyle choices affect body systems and immunity

### **Unit Understandings:**

*Students will understand that...*

- Personal wellness is influenced by daily decisions.
- Communities are healthier when individuals take responsibility for themselves and others

- What does it mean to be healthy?
- Why is it important to take care of your own body every day?
- What are the different ways we can keep our bodies healthy and clean?
- How do the choices we make each day affect how we feel and grow?
- What can I do to help myself be healthy and strong?

**Unit Essential Questions:**

- What does it mean to take responsibility for your own health?
- How can we support a healthier community through our actions?

**Knowledge and Skills:**

*Students will know...*

- Hygiene and self-care routines
- How their choices affect their health and their community

*Students will be able to...*

- Set health goals and monitor progress
- Demonstrate community wellness behaviors and advocacy

<b><i>EVIDENCE OF LEARNING</i></b>
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**Final Assessment:**

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

- Summative: Design a “Wellness in Action” campaign or infographic for school or community, Healthy Relationship Quiz

**Learning Activities:**

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

- Goal-setting and reflection journal
- Hygiene routines tracker and peer discussion
- Community role model research project

**Teacher Resources:**

- KidsHealth.org – Personal Health

- CDC Youth Community Health Toolkit
- Local public health and civic education resources

## *RESOURCES*

### **Equipment Needed:**

- Journals, hygiene materials, presentation supplies