

Quinton Township School District
Health
Grade 2
[Pacing Guide](#)

Unit	1	Unit Title:	Safe and Healthy at School and Home	Pacing:	45 Days
Unit Summary: To be healthy, an individual requires that basic needs be met. This unit explores elements of healthy family life, personal relationships, and physical development. Students review healthy habits, like brushing teeth and washing hands, and the importance of good nutrition and making smart food choices. They examine ways to reduce illness, including how fitness plays a part in a healthy immune system. Students also explore bullying and violence. Furthermore students will explore fire safety tips and how to identify violent situations and what actions to follow in order to remain safe.* ^ ()					
Essential Questions: How can I stay healthy and safe at school and at home? How do I value others' unique qualities?					
Objectives: ● Explain basic safety precautions for everyday activities. ● Demonstrate appropriate use of school areas. ● Explain the need for healthy personal relationships. ● Discuss feelings appropriately with adults and peers. ● Explain characteristics that make each person alike/different from others. () ● Explain why it is important to treat those who are different from you with respect. * ● Explain how to respond appropriately to a bully situation. ^ ● Identify how to stay safe in case of a fire. ● List ways to stay free from germs and lice at home and in school. ● Create a healthy snack plan.					

- Demonstrate healthy mind and body activities.

NJSLS-CHPE Standards: 2.1.2.PGD. 2, 2.1.2.PGD. 3, 2.1.2.PP.2, 2.1.2.EH.1, 2.1.2.EH.2, 2.1.2.EH.4, 2.1.2.EH.5, 2.1.2.SSH.1, 2.1.2.SSH.2, 2.1.2.SSH.4, 2.1.2.SSH.5, 2.1.2.SSH.6, 2.1.2.SSH.7, 2.1.2.SSH.8, 2.1.2.SSH.9, 2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.5, 2.1.2.CHSS.6, 2.2.MSC.6, 2.2.MSC.7, 2.2.2.N.1, 2.2.2.N.2, 2.2.2.N.3, 2.3.2.PS.1, 2.3.2.PS.2, 2.3.2.PS.3, 2.3.2.PS.4, 2.3.2.PS.5, 2.3.2.PS.7, 2.3.2.PS.8, 2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3

Interdisciplinary Connections: 6.1.2.HistoryUP.3, 6.1.2.CivicsCM.3, RI.CR.2.1, W.SE.2.5, SL.PE.2.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.2, 9.4.2.CT.3, 9.4.2.GCA.1

Computer Science and Design Thinking: 9.4.2.DC.4, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
• Review the Rules of Quinton Township School and create a map labeled with different areas and the behavior expectations in those areas. • After completing a StopBullying.gov activity on bullying, role play how to ask a trusted adult for help with a bully. ^ • Make a list of personal traits that help someone build strong relationships. Then have each student make a list of their own top 3 qualities. • Complete a friendship activity. • After reading <i>All Kinds of Kids</i> and <i>Dirt on Their Skirts</i>, discuss how gender roles and stereotypes are harmful to an individual's self image. Make a list of people who	Core Materials <u>Read Alouds</u> <i>Charlie the Caterpillar</i> <i>I Like Me</i> <i>All Kinds of Kids</i> <i>Dirt on Their Skirts</i> <i>Bugs in My Hair!</i> StopBullying.gov My Plate Activities Mystery Science: Health	Smart Board Applications Google Applications Chromebooks

have broken stereotypes and conduct a short research project on one. ● After completing a My Plate activity, make a healthy snack plan for a week of eating. ● With a fireman guest speaker, learn the importance of smoke detectors, carbon monoxide detectors, and fire safety, and practice stop, drop, cover, and roll. ● After reading stories about families, discuss family safety, including how families do not hurt one another. ● Read a story about encountering a stranger to discuss how to interact safely with strangers and acquaintances. ● Read <i>Bugs in My Hair!</i> and discuss head lice safety and the stigma of lice. ● Discuss the impact asthma and allergies can have on a body.	Lessons PBS Learning Media: Health Lessons The Nemours Foundation: Kids Health in the Classroom Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	
Assessments		
Formative Assessments ● Class Discussions ● Bully Role Play ● Self Assessment ● Kahoot	Summative Assessments ● Breaking Stereotypes Research Project ● School Map Project ● My Plate Healthy Snack ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation		

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	2	Unit Title:	Understanding Myself and My Interactions with Family & Friends	Pacing:	45 Days
Unit Summary: In this unit, students continue to understand their body and themselves, especially in relation to their personal development and relationships. They learn about the stages of physical growth in general terms and how staying fit promotes body health. They also learn how families can have different constructions and customs while sharing the same goals of caring for one another. They explore ways to resolve conflicts, cope with stressful situations, and share their feelings. Finally, they examine needs and wants in life and how jobs support families and communities. * ^ @ ()					
Essential Questions: How do family and friends contribute to living a healthy life? How can I resolve conflicts? How do jobs support families and communities?					
Objectives: ● Explain the basics of the stages of growth and development. ● Create a fitness routine with a variety of activities. ● Explain how families are alike and different in makeup, customs, and goals. * ^ @ () ● Demonstrate the conflict-resolution process. ● Explain the difference between a need and a want. ● Describe the importance of jobs for family life and communities.					
NJSLS-CHPE Standards: 2.1.2.PGD. 1, 2.1.2.PGD. 2, 2.1.2.PGD. 3, 2.1.2.PGD. 4, 2.1.2.PGD. 5, 2.1.2.PP.1, 2.1.2.PP.2, 2.1.2.EH.1, 2.1.2.EH.2, 2.1.2.EH.4, 2.1.2.EH.5, 2.1.2.SSH.1, 2.1.2.SSH.3, 2.1.2.SSH.4, 2.1.2.SSH.6, 2.1.2.SSH.7,					

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2.1.2.SSH.8, 2.1.2.SSH.9, 2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.5, 2.1.2.CHSS.6, 2.2.MSC.6, 2.2.MSC.7, 2.2.2.LF.4, 2.2.2.N.2, 2.3.2.PS.1, 2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3		
Interdisciplinary Connections: 6.1.2.CivicsPI.1, 6.1.2.CivicsPI.2, RI.CR.2.1, W.SE.2.5, W.SE.2.6, SL.PE.2.1		
Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.2, 9.4.2.CT.3, 9.4.2.GCA.1		
Computer Science and Design Thinking: 9.4.2.DC.4, 8.1.2.AP.4		
Career Education: 9.2.2.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After watching a video on the stages of growth, students create My Growing Body Timeline, a simple personal timeline with drawings showing how they've grown from a baby to now. They'll identify a few changes they've noticed and share something they look forward to as they grow older. - After reading and watching videos on fitness, rotate through stations that include jumping jacks, stretching, dancing, and balancing. They'll reflect on how moving their bodies helps them stay healthy and strong. Finally, create a fitness routine. - After reading stories about family traditions including Hanukkah, Kwanzaa, Lunar New Year, and Diwali, students investigate their own family culture and traditions making a Family Tree & Traditions Collage. Using pictures or drawings, students create a family tree and include a tradition or special activity their family	Core Materials <u>Read Alouds</u> <i>A Family Is a Family Is a Family</i> <i>All Kinds of Families</i> PBS Learning Media: Growth & Development GoNoodle Mystery Science: Health Lessons The Nemours Foundation: Kids Health in the Classroom Health Powered Kids Supplemental Resources	Smart Board Applications Google Applications Chromebooks

enjoys. * ^ @ () ● Present Family Tree & Traditions Collages and discuss how every family is unique but shares love and care. ● Play “Feelings Charades” where students act out different emotions while classmates guess the feeling. After each round, talk about healthy ways to express and cope with those emotions. ● Watch a video on conflict resolution. ● In Conflict Resolution Role-Play, in pairs or small groups, students act out simple, age-appropriate conflict scenarios (e.g., sharing toys, taking turns). Together, they practice using kind words and solutions to solve problems peacefully. ● After reading about needs and wants, using cards or pictures, students sort items into two categories: “Needs” and “Wants.” Discuss why some things are essential and how jobs help provide for both. ● Make a list of interesting jobs and research some facts about what skills are required for these jobs. Share with a group or the whole class.	chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	
Assessments		
Formative Assessments ● Class Discussions ● Feelings Charades ● Role Play ● Self Assessment	Summative Assessments ● My Growing Body Timeline ● Fitness Plan ● Family Tree & Traditions Collage ● Job Research	
Benchmark Assessments	Alternative Assessments	

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● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	3	Unit Title:	Standing Up for Myself and Others	Pacing:	45 Days
Unit Summary: In this unit, students learn how to make safe and healthy choices when they are with others. They explore what peer pressure is and how to say “no” when someone tries to get them to do something unsafe or that doesn’t feel right. Students learn the difference between safe and unsafe substances, including how medicines should only be taken with adult supervision and how to avoid harmful things like illegal drugs, alcohol, and tobacco. They also learn that some groups, like gangs, try to pressure others into joining. Students practice ways to speak up for themselves and others, and they explore the difference between tattling and telling a trusted adult when someone is in real trouble or danger.					
Essential Question: How can I make safe and healthy choices, even when others try to pressure me?					
Objectives: ● Identify safe and unsafe substances, including medicine, alcohol, tobacco, and illegal drugs. ● Explain why medicines should only be taken with adult permission and supervision. ● Recognize situations where someone might try to pressure them to do something unsafe or wrong. ● Demonstrate ways to say “no” confidently and respectfully in peer pressure situations. ● Describe the difference between tattling and telling an adult to keep someone safe. ● Name trusted adults they can go to when they feel unsure, scared, or pressured. ● Discuss what makes a group safe or unsafe to join, including warning signs of gangs. ● Practice making safe choices through role-playing and problem-solving activities. ● Express feelings and decisions clearly when faced with difficult or unsafe choices.					
NJSLS-CHPE Standards: 2.1.2.PGD. 2, 2.1.2.PGD. 3, 2.1.2.EH.1, 2.1.2.EH.2, 2.2.MSC.7, 2.3.2.PS.8, 2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3, 2.3.2.ATD.1, 2.3.2.ATD.2, 2.3.2.ATD.3, 2.3.2.DSDT.1, 2.3.2.ATD.2					

Interdisciplinary Connections: RI.CR.2.1, W.SE.2.5, SL.PE.2.1		
Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.2, 9.4.2.CT.3, 9.4.2.GCA.1		
Computer Science and Design Thinking: 9.4.2.DC.4, 8.1.2.AP.4		
Career Education: 9.2.2.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Role play with "What Would You Do?" Scenario Cards: Students are given simple, age-appropriate situations on cards (e.g., "A friend dares you to take a candy from the teacher's desk," or "Someone offers you a strange-looking drink at a park"). In small groups, discuss what to do and practice saying "no" confidently and respectfully. ● Conduct a "Medicine Safety Sort": Students sort picture cards into two categories: "Safe to Take with an Adult" and "Unsafe or Never Take." The class discusses how medicines can help when used properly, but can be harmful if misused or taken without permission. ● Play the "Telling or Tattling?" Game: Using short stories or skits, students decide if the situation is tattling or telling to keep someone safe. They hold up signs or thumbs to vote, and then the class discusses why getting help is important when someone is in trouble. ● Design a "Peer Pressure Shield" on a paper template. They decorate it with drawings or words that represent things they can say or do to protect themselves from	Core Materials <u>Read Alouds</u> <i>Standing Up to Peer Pressure:</i> <i>A Guide to Being You</i> <i>Fairweather Friend</i> Video: Using and Keeping Medicine Safe Too Good for Drugs Mystery Science: Health Lessons PBS Learning Media: Health Lessons: The Nemours Foundation: Kids Health in the Classroom Supplemental Resources chart paper, drawing paper, graphic organizers, role play	Smart Board Applications Google Applications Chromebooks

pressure (e.g., “Walk away,” “Say no,” “Tell an adult,” “Be proud of my choices”). ● After reading texts and watching videos on groups, make a "Safe vs. Unsafe Groups" Chart showing examples of safe groups (sports teams, clubs, families) versus unsafe ones (gangs or groups that ask them to do bad things). Discuss how to recognize warning signs and who to talk to if someone pressures them to join a group that feels wrong. ● In a small group, design "Helping a Friend" puppet show, using puppets or stuffed animals to act out situations where a friend might need help (e.g., someone is being pressured, feels scared, or talks about trying something dangerous). Practice what they could say and who they could tell. Perform for the class.	cards, crayons, markers		
Assessments			
Formative Assessments ● Class Discussions ● Medicine Safety Sort ● Safe vs. Unsafe Groups		Summative Assessments ● Peer Pressure Shield ● Helping a Friend Puppet Shows	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented

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Unit	4	Unit Title:	Staying Safe and Caring for Our Community	Pacing:	45 Days
Unit Summary: In this unit, students learn how to stay safe in everyday situations—while playing sports, riding bikes, crossing the street, traveling in a car, and using skateboards or skates. They also learn how to stay safe around animals and what to do if someone gets a small cut or scrape, using basic first aid skills. Students explore how the environment—like clean water, fresh air, and reduced pollution—affects our health. They learn about community helpers who work to keep our neighborhoods clean and safe, such as sanitation workers, recycling collectors, and park rangers. Students discover how they can help protect the environment by recycling, reducing waste, and making smart choices at home and school. Finally, students learn how communities work together to support people with disabilities, making places like schools, parks, and stores safe and welcoming for everyone.					
Essential Questions: How can I stay safe at home, at play, and in my community? What should I do if someone gets hurt? Why is a clean environment important for my health?# How can I help keep my community clean and safe? How do communities help people with disabilities stay safe and included? ()					
Objectives: • Demonstrate safe behaviors for riding bikes, crossing streets, riding in cars, and using skates or skateboards. • Describe how to stay safe when playing sports or being active. • Identify ways to stay safe around animals and avoid injuries. • Apply simple first aid steps for minor cuts, scrapes, or bumps.					

- Explain how clean air, water, and land help people stay healthy. #
- Recognize the roles of community helpers who protect the environment (e.g., sanitation workers, recycling teams, park rangers).
- List ways to reduce trash, reuse items, and recycle at home and school.
- Discuss how ramps, crosswalk signals, service animals, and other tools help people with disabilities. ()
- Show respect and care for others by helping make the community safe for everyone. () #

NJSLS-CHPE Standards: 2.1.2.PGD.1, 2.1.2.EH.2, 2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.3, 2.1.2.CHSS.5, 2.2.2.PF.1, 2.3.2.PS.1, 2.3.2.PS.2, 2.3.2.PS.3, 2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.PS.8, 2.3.2.HCDM.3

Interdisciplinary Connections: 6.1.2.CivicsPI.2, 6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3, RI.CR.2.1, W.SE.2.5, SL.PE.2.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.2, 9.4.2.CT.3, 9.4.2.GCA.1

Computer Science and Design Thinking: 9.4.2.DC.4, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Read reading articles and watching videos on outdoor safety, participate in a Safety Stations Obstacle Course, rotating through stations that simulate real-life safety scenarios—bike safety (wearing a helmet), crossing the street (looking both ways), skateboarding (knee pads), and car safety (buckling a seatbelt). ● Discuss how to check for ticks when coming inside. ● Conduct an Animal Safety Sorting Game, using pictures or cards to sort actions into "Safe" and "Unsafe" categories (e.g., “ask before petting a dog,” “run up to a	Core Materials <u>Readings</u> Preventing Dog Bites Hey! A Tick Bit Me! <u>Videos</u> Teaching Pedestrian & Bike Safety Road Safety How to Cross Safely with	Smart Board Applications Google Applications Chromebooks

stray cat”). Then discuss how to act around pets and wild animals to prevent accidents. ● Practice simple first aid steps for small cuts or scrapes. Discuss when to ask an adult for help or call 911. ● Read articles on how pollution affects health and then create a simulation where students observe two jars—one with clean water/air (or clear items), and one with “pollution” (colored water, glitter, etc.). Discuss how pollution can affect people, plants, and animals and brainstorm ways to protect the environment. # ● Working in groups, create posters to promote actions the school community can take to protect the environment. # ● Read books and watch videos on those in the community who help protect the environment, including sanitation workers, recycling crews, park rangers, or local environmental helpers. Then write Community Helper Thank You Letters, writing short thank-you notes or drawing pictures for sanitation workers, recycling crews, and other local environmental helpers. # ● After reading about disabilities, participate in a Walk in Their Shoes Challenge, trying simple tasks with simulated mobility or vision challenges (e.g., navigating the classroom blindfolded or in a wheelchair simulation using a rolling chair). Reflect on how communities can help make spaces safe and inclusive for everyone. () ● Investigate the accessibility of a local park or field. What might make it more enjoyable for someone with a disability? Design a proposal. ()	Ozzie Keep Me Safe: Everyday Tips for Kids with Disabilities Mystery Science: Health Lessons PBS Learning Media: Health Lessons The Nemours Foundation: Kids Health in the Classroom Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	
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Assessments			
Formative Assessments ● Class Discussions ● Safety Stations ● Animal Safety Sort ● Self Assessment		Summative Assessments ● Community Environmental Action Posters ● Community Helper Thank You Letters ● Walk in Their Shoes reflections ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking professionals as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.