

Crest Memorial School Curriculum and Pacing Guide

Grade: K -2 (part 2)

Subject: Health

Adoption Date: 08/22/2022

Revision Date: 8/9/2022

	3-5 Days Health Conditions, Diseases, and Medicines	4-6 Days Alcohol, Tobacco, and Other Drugs; Dependency, Substance Disorders, and Treatment	8-10 Days Nutrition	3-5 Days Community Health Services & Support
Pacing Guide	<ol style="list-style-type: none"> 1. How can one protect themselves from various types of diseases/illness? 2. What factors affect one's chances of becoming ill? 3. How can one tell if they have an illness/disease? 	<ol style="list-style-type: none"> 1. How can I be drug free? 2. How is addiction treated? 	<ol style="list-style-type: none"> 1. How does proper nutrition affect the different areas of health? 2. What could you change in your diet to improve your overall health? 	<ol style="list-style-type: none"> 1. Who can I talk to when I feel sad or stressed? 2. What can I do if there is an emergency?
Instructional Materials	<ol style="list-style-type: none"> 1. Graphic Organizer 2. Child Assault Prevention Program(CAP) 3. www.brainpopjr.com 4. www.unitedstreaming.com 	<ol style="list-style-type: none"> 1. Graphic Organizer 2. Child Assault Prevention Program(CAP) 3. www.brainpopjr.com 4. www.unitedstreaming.com 	<ol style="list-style-type: none"> 1. Graphic Organizer 2. Child Assault Prevention Program(CAP) 3. www.brainpopjr.com 4. www.unitedstreaming.com 5. www.myplate.gov 	<ol style="list-style-type: none"> 1. Graphic Organizer 2. Child Assault Prevention Program(CAP) 3. www.brainpopjr.com 4. www.unitedstreaming.com

Standards	<ol style="list-style-type: none"> 1. 2.3.2.HCDM.1 2. 2.3.2.HCDM.2 3. 2.3.2.HCDM.3 	<ol style="list-style-type: none"> 1. 2.3.2.ATD.1 2. 2.3.2.ATD.2 3. 2.3.2.ATD.3 4. 2.3.2.DSDT.1 5. 2.3.2.DSDT.2 	<ol style="list-style-type: none"> 1. 2.2.2.N.1 2. 2.2.2.N.2 3. 2.2.2.N.3 	<ol style="list-style-type: none"> 1. 2.1.2.CHSS.1 2. 2.1.2.CHSS.2 3. 2.1.2.CHSS.3 4. 2.1.2.CHSS.4 5. 2.1.2.CHSS.5 6. 2.1.2.CHSS.6
Activities	<p>Activity: Make a warning poster for someone with an allergy</p>	<p>Activity- Make a card for someone who smokes and encourage them to quit.</p> <p>Activity- Make a comic strip about how to avoid drugs. (brainpop video)</p>	<p>Activity: Use a magazine to make a “My Plate” to create a healthy meal</p>	
Modifications	<p>English language learners: assign a buddy, same language or English speaking</p> <p>At Risk of School Failure: Provide parents with more frequent performance updates (daily/weekly)</p> <p>Gifted and Talented Students: Give students opportunities to mentor other students.</p> <p>Students with 504 plans: Students with hearing, visual,cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.</p>	<p>English language learners: assign a buddy, same language or English speaking</p> <p>At Risk of School Failure: Provide parents with more frequent performance updates (daily/weekly)</p> <p>Gifted and Talented Students: Give students opportunities to mentor other students.</p> <p>Students with 504 plans: Students with hearing, visual,cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.</p>	<p>English language learners: assign a buddy, same language or English speaking</p> <p>At Risk of School Failure: Provide parents with more frequent performance updates (daily/weekly)</p> <p>Gifted and Talented Students: Give students opportunities to mentor other students.</p> <p>Students with 504 plans: Students with hearing, visual,cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.</p>	<p>English language learners: assign a buddy, same language or English speaking</p> <p>At Risk of School Failure: Provide parents with more frequent performance updates (daily/weekly)</p> <p>Gifted and Talented Students: Give students opportunities to mentor other students.</p> <p>Students with 504 plans: Students with hearing, visual,cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.</p>

	Special Education: Provide students extra time on task, repeated directions, reading aloud, preferential seating.	Special Education: Provide students extra time on task, repeated directions, reading aloud, preferential seating.	Special Education: Provide students extra time on task, repeated directions, reading aloud, preferential seating.	Special Education: Provide students extra time on task, repeated directions, reading aloud, preferential seating.
Interdisciplinary Connections	<ol style="list-style-type: none"> 1. Science 2. ILA 3. Math 	<ol style="list-style-type: none"> 1. Science 2. ILA 3. Math 	<ol style="list-style-type: none"> 1. Science 2. ILA 3. Math 	<ol style="list-style-type: none"> 1. Science 2. ILA 3. Math
Formative Assessment-	Teacher observation Class participation Rubric Question and answer	Teacher observation Class participation Rubric Question and answer	Teacher observation Class participation Rubric Question and answer	Teacher observation Class participation Rubric Question and answer
21st Century Themes and Skills	<ol style="list-style-type: none"> 1. CRP 1 2. CRP 2 3. CRP 3 4. CRP 5 5. CRP 8 6. CRP 9 	<ol style="list-style-type: none"> 1. CRP 1 2. CRP 2 3. CRP 3 4. CRP 5 5. CRP 8 6. CRP 9 	<ol style="list-style-type: none"> 1. CRP 1 2. CRP 2 3. CRP 3 4. CRP 5 5. CRP 8 6. CRP 9 	<ol style="list-style-type: none"> 1. CRP 1 2. CRP 2 3. CRP 3 4. CRP 5 5. CRP 8 6. CRP 9