

## MCCSC 2nd Grade Health Curriculum

(by Teaching Unit)				
	<b>Benchmark</b>	<b>Lesson Behavioral Objectives</b>	<b>Michigan Model - Phase &amp; Lesson</b>	<b>Materials in the Health Tub at your school</b>
<b>Teaching Unit: Community Health</b>				
2.1.6	Describe ways in which a healthful school and Community Health environment influences personal health.	Explain how harmful things in the water can make people sick.	Lesson III-7, III-8	
2.2.1	Demonstrate the ability to locate resources from home, school, and Community Health that provide valid health information.	Recognize local Community Health facilities and organizations which promote healthy lifestyles.	Lesson II-8	
2.7.2	Demonstrate the ability to express information and ideas about health issues.	Name sources of pollution and state why pollution creates such an unhealthy environment.	Lesson III-7, III-8	
2.7.3	Demonstrate the ability to influence and support others in making positive health choices	Explain Reduce, Re-use and Recycle. Demonstrate responsible use of natural resources by encouraging others in reducing use and encouraging re-use to help the environment.	Lesson III-9	Beremstain Bears Don't Pollute Let's All Recycle
<b>Teaching Unit: Emotional &amp; Mental Health</b>				
2.3.1	Demonstrate how to apply skills to manage stress.	Explain how fitness and wellness are not only good for our body, but a good way to deal with stress, sadness anger and other emotions.	Lesson VI-1, VI-2, VI-3	
2.3.2	Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited or out of control.	Discuss how to handle strong emotions.	Lesson I-6	My Friends and Me
2.3.3	Demonstrate ways to avoid trouble and how to seek help in threatening situations.	Recognize "good touches and bad touches" and that it is not their fault if it happens. Where and how to report it.		
2.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.	Recognize that behavior and body language expresses annoyance, anger, appreciation and has an impact on how others see you.	Lesson I-8, I-9	
2.5.3	Demonstrate healthy ways to express needs, wants, and feelings, including "I" messages and assertive communication strategies.	Demonstrates how to match nonverbal communication with verbal communication when saying no to someone.	Lesson I-10	Check It Out, Story Cards

2.5.5	Demonstrate attentive listening skills to build and maintain healthy relationships.	Recognize the importance of a positive peer group and how through attentive listening skills they can be a good friend to others.	Lesson I-4	
2.5.7	Demonstrate positive ways to resolve conflict.	Demonstrate how to resolve a conflict by showing how to stay calm, agree that there is a problem, listen to the other person, work with them to identify choices to resolve the conflict, and agree on a choice that is fair for both persons.	Lesson I-10, Lesson I-11	Check It Out, Story Cards
<b>Teaching Unit: Family Health &amp; Sexuality</b>				
2.1.3	Identify examples of emotional, social and physical health during childhood.	How change such as moving, divorce, new brother or sister, re-marriage can impact emotional, social and physical health during childhood	Lesson I-3	
2.4.1	Describe how the family and school influences personal health behaviors.	Give examples of different family structures and compare/contrast different family roles.	Lesson I-2	
2.4.3	Explain that the media influences thoughts, feelings, perceptions and health behaviors.	Explain that movies and TV shows may influence feelings and We need to accept responsibility for our own behavior, not just repeat what we see on TV.		
2.5.2	Describe characteristics needed to be a responsible friend and family member.	Explain how friends are helpful to the family	Lesson I-6	My Friends and Me
<b>Teaching Unit: Growth and Development</b>				
2.1.4	Describe the relationship between physical health and emotional health.	Explain how the expression of emotions (including body language) can help or hurt self and others.	Lesson I-8, I-9	
2.1.5	Describe the basic structure and functions of the human body systems.	Name the major body systems, their primary organs and their basic functions (circulatory, digestive, skeletal, nervous, respiratory).		
<b>Teaching Unit: Nutrition</b>				
2.2.4	Obtain basic information from the labels of health related products.	Read food labels to decide what food group they are in and whether it a healthy part of a food plan.	Lesson VI-4, VI-5, VI-6	Berenstain Bears & Too Much Junk Food, Food Puzzles
2.4.2	Describe how culture influences personal health behavior.	Describe how cultures influences what we eat on a daily basis as well as special holidays.		
<b>Teaching Unit: Personal Health</b>				

2.1.2	Explain the relationship between personal health behaviors and individual	Describe why to avoid contact with body fluids.	Lesson II-10	Berenstain Bears Learn About Strangers, Better Safe Than Sorry II
2.1.7	Identify health problems of children that should be detected and treated early.	Identify vision and hearing problems as health problems of children that should be detected and treated early.	Lesson IV-3 IV-4, V-3, V-5	Author's Eyes, Eye Model, How We See, Ear Model, All the Better to See You With
2.1.9	Explain basic health terms and concepts.	Responsibility for my healthy lifestyle: Food, exercise, prevention of injury	Lesson VI-3	
2.2.3	Demonstrate the ability to locate school and Community Health helpers.	Explain importance of routine exams (general health, eyes, ears), who does these exams and what happens if they identify a problem. Responsibility for my healthy lifestyle: Food, exercise, prevention of injury	Lesson VI-1	
2.3.4	Demonstrate the ability to identify personal health needs.	Explain why rest & exercise are necessary for proper growth.	Lesson VI-1	
2.3.5	Demonstrate personal hygiene skills.	Describe good tooth brushing and flossing habits for good oral health.	Lesson II-9	
2.6.1	Explain when to ask for assistance in making health related decisions and setting health goals.	Identify components of fitness and wellness and develop a plan with your family.		
2.6.3	Predict outcomes of positive health decisions.	Understand products are available that can protect a person from injury in a variety of situations (bike helmets, reflectors, bike lights, seat belts, sunscreen).	Lesson II-3, II-4, II-5, II-6	Storyboard, Whales Tale Kit, Whales Tale Video
2.6.3	Predict outcomes of positive health decisions.	Understand that exercise increases heart rate and that is a positive thing for your body.	Lesson VI-2	
2.6.4	Demonstrate the ability to set a short-term personal health goal and monitor progress toward its achievement.	Pick a health goal and monitor it for 2 weeks: (# of baths, Tooth brushing chart, exercise chart).		
<b>Teaching Unit: Safety and First Aid</b>				
2.1.8	Explain how childhood injuries and illnesses can be prevented or treated.	Explain what head lice is and how it can be prevented by not sharing brushes or combs and not wearing someone else's hat, helmet or headphones.		
2.3.6	Demonstrate safety skills needed to avoid injury.	Discuss personal safety in special conditions: Bad weather, Halloween, 4th of July, darkness, home alone, conflicts, fire.	Lesson II-1	

2.3.7	Demonstrate basic first aid skills.	Demonstrate first aid for bleeding.		
2.6.2	Demonstrate the ability to apply a decision-making process to health issues and problems.	Know how to recognize a problem or emergency and how to act appropriately, such as a fire escape plan.	Follow School Plsn	
<b>Teaching Unit: Substance Use and Abuse</b>				
2.1.1	Identify responsible health behaviors.	Explain the use Alcohol, Tobacco and other drugs can be harmful and unattractive.	Lesson III-5	
2.2.2	Explain how media influences the selection of health products.	Understand that media can inaccurately portray the use of Alcohol, Tobacco and other drugs as glamorous	Lesson III-3	
2.4.4	Describe ways technology can influence health and health behaviors.	Describe how medicines have been invented to make us feel better when we are ill but they are not to be used for other reasons	Lesson III-1	
2.5.4	Demonstrate ways to communicate care, consideration and respect for self and how to stick to your own decision and not be swayed.	Recognizing the influence of peer pressure on decision making and		
2.5.6	Demonstrate refusal skills to enhance health.	Demonstrate the strategy of using an adult figure (parent, teacher, grandparent etc) as a reason for saying no to risky behavior like Alcohol, Tobacco and other drugs		
2.7.1	Demonstrate ways to convey accurate health information and ideas.	Understand the use of responsible medicine compared to illegal drugs (identify names of some illegal drugs including alcohol, tobacco, marijuana)	Lesson III-1, III-3, III-4	