

ELKHART COMMUNITY SCHOOLS

**GRADE TWO
HEALTH CURRICULUM GUIDE**

GRADE 2
HEALTH EDUCATION CURRICULUM GUIDE

Students develop fundamental knowledge of the relationship between health behaviors and health, the dimensions of health, the relationship between physical and emotional health, the basic structure and functions of body systems, the influence of external factors on health, health problems of children, ways to prevent injury and illness among children, and basic health terms and concepts.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
Indicator	Example	Instructional/Assessment Strategy	Resource
2.1.1 Identify responsible health behaviors.	Identifies physical activity as a responsible health behavior.	- <u>Dinosaurs Alive and Well</u> Laurie Krasny and Marc Brown - Jump for Heart	- HealthWorks: “Brendan’s World” - Ch. 2, 3, 4, 5 in new T.E.
2.1.2 Describe relationships between personal health behaviors and individual well-being.	Describes how foods and beverages high in caffeine can make people feel nervous and make it hard to sleep at night.	- <u>Bread and Jam for Frances</u> Russell and Lillian Hoban	- Health Department: “Personal Hygiene” - Ch. 10 in new T.E.
2.1.3 Identify examples of emotional, social, and physical health during childhood.	Identifies respecting others and being able to make new friends as examples of social health.		- Ch. 10 in new T.E.
2.1.4 Describe the relationship between physical health and emotional health.	Describes how feelings of stress can cause stomachaches and headaches and make it hard to eat or sleep.		- Ch. 5 in new T.E.
2.1.5 Describe the basic structure and functions of the human body systems.	Explains that the skeletal system helps them move and protects parts of their body.	- <u>Magic School Bus: Inside the Body</u> Joanna Cole - <u>The Good Food Diner</u> Markey Enterprises Corp., 1995 - www.5aday.com	- HealthWorks: “Come to Your Senses” and “InfoOrgans” - Ch. 1 in new T.E.
2.1.6 Describe ways in which a healthful school and community environment influences personal health.	Explains how harmful things in the water can make people sick.	- Tour of Texas Roadhouse Restaurant to see how they maintain cleanliness	- Ch. 12 in new T.E.

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Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
Indicator	Example	Instructional/Assessment Strategy	Resource
2.1.7 Identify health problems of children that should be detected and treated early.	Identifies vision and hearing problems as health problems of children that should be detected and treated early.		- School nurse, speech/hearing - Ch. 8 in new T.E.
2.1.8 Explain how childhood injuries and illnesses can be prevented or treated.	Explains how head lice can be prevented by not sharing brushes or combs and not wearing someone else's hat, etc.		- School nurse - Ch. 7, 8 in new T.E.
2.1.9 Explain basic health terms and concepts.	Explains that one should eat only small amounts of foods high in oils and sugar.		- www.mypyramid.gov

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Students will develop fundamental skills to locate sources of valid health information and health helpers, explain how media influences the selection of health products, and obtain basic information from the labels of health products.

Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.			
Indicator	Example	Instructional/Assessment Strategy	Resource
2.2.1 Demonstrate the ability to locate resources from home, school, and community that provide valid health information.	Demonstrates the ability to locate the school nurse to obtain valid health information.		- HealthWorks: "Is There a Doctor in the House?"
2.2.2 Explain how media influences the selection of health products.	Explains that television advertisements may use catchy phrases or famous people to encourage children to want specific types and brands of dental care products.		
2.2.3 Demonstrate the ability to locate school and community health helpers.	Demonstrates the ability to locate police, fire, and emergency care personnel.		- HealthWorks: "Is There a Doctor in the House?"
2.2.4 Obtain basic information from the labels of health-related products.	Locates the ingredient list on a food label.		

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Students will develop fundamental self-management skills to handle stress and cope with feelings; avoid trouble and seek help in threatening situations; identify personal health needs; promote personal hygiene; and prevent and treat injuries.

Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
2.3.1 Demonstrates how to apply skills to manage stress.	Demonstrates the ability to identify feelings and causes of stress and identify and use strategies such as play, talking with friends or trusted adults, and physical activity to manage stress.		- Bridgework Theater - Ch. 10, 11 in new T.E.
2.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited, or out of control.	Demonstrates the ability to identify feelings and use strategies such as asking a trusted adult for help when feeling upset.		- Ch. 10, 11 in new T.E.
2.3.3 Demonstrate ways to avoid trouble and seek help in threatening situations.	Demonstrates how to stay safe around animals including telling a trusted adult and the animal's owner about an animal that has bitten someone.		- D.A.R.E., local police department - Local Humane Society - Local Fire Department - Ch. 6 in new T.E.
2.3.4 Demonstrate the ability to identify personal health needs.	Demonstrates the ability to assess healthy habits and state whether they have healthy habits or have health habits they need to improve.		- Health Department: "Getting to Know your Heart-Nutrition" - Ch. 2 in new T.E.
2.3.5 Demonstrate personal hygiene skills.	Demonstrates how to floss one's teeth.	- <u>Brush Your Teeth Please</u> Leslie McGuire	- Health Department: "Personal Hygiene" - HealthWorks: "Crazy Clean" - Ch. 2 in new T.E.

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Indicator	Example	Instructional/Assessment Strategy	Resource
2.3.6 Demonstrate safety skills needed to avoid injury.	Demonstrate bicycle safety skills.		- Health Department: "Wheel Safety" - HealthWorks: "First Aid Frenzy" - Ch. 7 in new T.E.
2.3.7 Demonstrate basic first aid skills.	Demonstrates first aid for bleeding.		- HealthWorks: "First Aid Frenzy" - Local Red Cross

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Students will develop fundamental skills to analyze how the family, school, and culture influence health behaviors; the influence of media on thought, feelings, perceptions, and health behaviors; and the influence of technology on health and health behaviors.

Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.			
Indicator	Example	Instructional/Assessment Strategy	Resource
2.4.1 Describe how the family and school influence personal health behaviors.	Describes how family members show children how to stay safe.		
2.4.2 Describe how culture influences personal health behavior.	Describes how culture influences the ways in which families celebrate holidays (e.g., favorite holiday foods).	- <u>Eating the Alphabet</u> Lois Ehlert	
2.4.3 Explain how media influences thoughts, feelings, perceptions, and health behaviors.	Explains that movies may influence feelings such as fear or sadness.		
2.4.4 Describe ways technology can influence personal health and health behaviors.	Describes how new medicines can help children feel better when they are ill.	- <u>The Plants We Need to Eat: Discover the Power of Nature's Miracle Nutrients</u> Jeanette Ewin	- Use pharmacists and/or doctors as guest speakers.

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Students will identify characteristics of a responsible friend and family member. Students will develop fundamental skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop fundamental attentive listening, refusal, and conflict resolution skills.

Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
2.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	Demonstrates how to use both verbal and nonverbal communication strategies to express feelings.		- HealthWorks: “The Choice is Yours”
2.5.2 Describe characteristics needed to be a responsible friend and family member.	Describes a responsible friend or family member as a person who shares, listens, helps without having to be asked or told to help, works with others, is kind and honest, and shows respect.	- Peer Mediation - <u>Rainbow Fish</u> Marcus Pfister	- Ch. 10, 11 in new T.E.
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.	- <u>Let’s Talk About Needing Attention</u> Joy Berry	
2.5.4 Demonstrate ways to communicate care, consideration, and respect for self and others.	Demonstrates how to show respect through the way they act, talk, and touch.		- HealthWorks: “Freeze”
2.5.5 Demonstrate attentive listening skills to build and maintain healthy relationships.	Demonstrates attentive listening skills by showing how to pay careful attention, not interrupt, and not talk when someone else is talking.	- C.L.A.S.S. Active Listening	- HealthWorks: “Freeze”

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Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
2.5.6 Demonstrate refusal skills to enhance health.	Demonstrates how to say no, give a reason, suggest something else to do, say no again, walk away, and get help from a trusted adult to avoid pressure to use tobacco.		- DARE Officer - Ch. 6 in new T.E.
2.5.7 Demonstrate positive ways to resolve conflicts.	Demonstrates 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.	-Peer mediation - <u>VIP Resolving Conflicts</u> Elkind and Sweet Communications, Inc.	

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Students will explain when to ask for help in making choices and setting goals related to health and will identify the outcomes of healthy decisions. Students will develop fundamental skills to apply a decision-making process to health issues and problems and to set and monitor progress toward short-term goals.

Standard 6: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
2.6.1 Explain when to ask for assistance in making health related decisions and setting health goals.	Explains one should ask for help from one's family when making a plan for escaping from a fire in the home.		
2.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems.	Demonstrates the ability to think about choices, identify what could happen as a result of each choice, and make the best choice when deciding what to do when they are angry with another person.	- Social Studies text - Decision making skills	- Health Department: "Getting to Know your Heart-Nutrition"
2.6.3 Predict out comes of positive health decisions.	Predicts the outcome of choosing to use sunscreen.		
2.6.4 Demonstrate the ability to set a short-term personal health goal and monitor progress toward its achievement.	Demonstrates the ability to set a short-term goal to engage in physical activity every day and use a chart for one week to keep track of their daily physical activity.	-Pedometers	

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Students will describe ways to communicate accurate health information and ideas. Students will also develop fundamental skills to express information and ideas about health issues and to influence and support others to engage in healthy behaviors.

Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
2.7.1 Describe ways to convey accurate health information and ideas.	Identifies rhymes and signs as ways to communicate about tobacco, alcohol, and other drugs.		
2.7.2 Demonstrate the ability to express information and ideas about health issues.	Demonstrates the ability to draw a picture to present information about how to stay safe when exercising.		
2.7.3 Demonstrate the ability to influence and support others in making positive health choices.	Demonstrates the ability to develop a sign to encourage others to eat healthy foods for snacks.		- www.mypyramid.gov