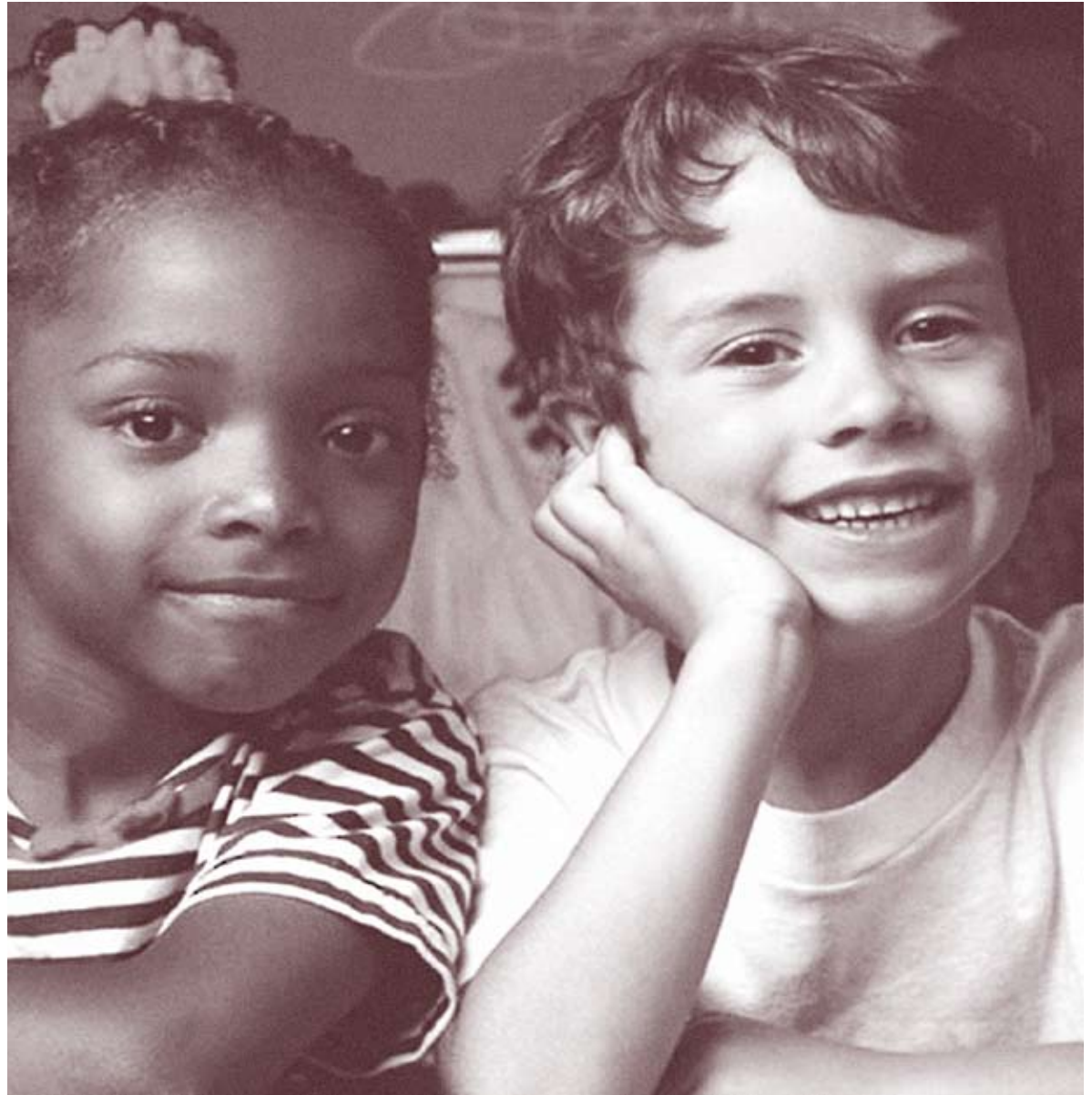


GRADE LEVEL CONTENT EXPECTATIONS

HEALTH EDUCATION



.....

Grade Two

.....

Welcome to Michigan's Health Education Content Standards and Expectations for Grade Two

Why Develop Content Expectations for Health?

Good health is necessary for academic success. Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among children and youth. Each year approximately one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective elementary health education program: healthy eating, physical activity, alcohol, tobacco, and other drug prevention, and injury and violence prevention.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by making certain recommendations. The following are those intended for Kindergarten through Grade Three.

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; and tobacco use.
- Build functional knowledge and skills, from year to year, that are developmentally appropriate.
- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices, and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

Michigan Health Education Content Standards (2006)

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|------------------------------|---|
| 1. Core Concepts | All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues. |
| 2. Access Information | All students will access valid health information and appropriate health promoting products and services. |
| 3. Health Behaviors | All students will practice health enhancing behaviors and avoid or reduce health risks. |
| 4. Influences | All students will analyze the influence of family, peers, culture, media, and technology on health. |
| 5. Goal Setting | All students will use goal setting skills to enhance health. |
| 6. Decision Making | All students will use decision-making skills to enhance health. |
| 7. Social Skills | All students will demonstrate effective interpersonal communication and other social skills which enhance health. |
| 8. Advocacy | All students will demonstrate advocacy skills for enhanced personal, family, and community health. |

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.



STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

Standard 1: Core Concepts

- 1.1 Explain the importance of eating a variety of foods from all of the food groups.
- 1.2 Classify foods into the food groups.
- 1.3 Describe the characteristics of combination foods.
- 1.4 Describe the characteristics of foods and beverages that should be limited.

Standard 3: Health Behaviors

- 1.5 Provide examples of combination foods.
- 1.6 Provide examples of foods and beverages that should be limited.
- 1.7 Generate examples of a variety of physical activities that can be enjoyed when in or near the water.



STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

- 2.1 Explain that all forms of tobacco products contain harmful chemicals, including the drug nicotine.
- 2.2 Describe the impact of using tobacco, including that it is addictive.
- 2.3 Describe the impact of consuming food or beverages that contain caffeine.
- 2.4 Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.

Standard 3: Health Behaviors

- 2.5 Suggest alternative foods and beverages that are caffeine free.
- 2.6 Demonstrate strategies to avoid exposure to secondhand smoke.



STRAND 3: SAFETY

Standard 1: Core Concepts

- 3.1 Describe safety precautions when in or near water.
- 3.2 Identify appropriate and inappropriate touch.
- 3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Standard 2: Access Information

- 3.4 Demonstrate how to ask a trusted adult for help.

Standard 3: Health Behaviors

- 3.5 Apply wheeled recreation rules.
- 3.6 Demonstrate the use of wheeled recreation safety gear.
- 3.7 Apply strategies to avoid personally unsafe situations.
- 3.8 Demonstrate strategies to get away in cases of inappropriate touching or abduction.



STRAND 4: SOCIAL AND EMOTIONAL HEALTH

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

- 4.1 Describe the characteristics of touch which is caring and important to positive relationships.
- 4.2 Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.
- 4.3 Describe situations that may elicit mixed emotions.

Standard 2: Access Information

- 4.4 Identify people who can help make decisions and solve problems.

Standard 6: Decision Making

- 4.5 Explain the decision making and problem solving steps.
- 4.6 Demonstrate the ability to make a decision or solve a problem using the steps.

Standard 7: Social Skills

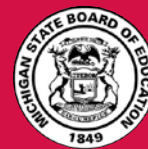
- 4.7 Demonstrate ways to show respect for feelings, rights, and property of others.
- 4.8 Demonstrate effective listening and attending skills.
- 4.9 Recognize and express appropriately a variety of personal feelings.
- 4.10 Demonstrate the ability to manage strong feelings, including anger.



STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 3: Health Behaviors

- 5.1 Demonstrate skills throughout the day to reduce the spread of germs.



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