**GRADE 2: HEALTH CURRICULUM FRAMEWORKS**

<table>
<thead>
<tr>
<th>Minnesota Benchmark</th>
<th>Activities</th>
<th>Resources*</th>
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</table>
| The student will identify indicators of mental, emotional, social and physical health during childhood. | Unit: Emotional, Intellectual, and Social Health  
  • Explain why caring for others is important for healthy relationships.  
Unit: Nutrition  
  • List reasons calcium is important for the body.  
Unit: Disease Prevention and Control  
  • List ways to stay healthy and safe (e.g., avoid contact with other people’s saliva and blood, the sanitary handling of food, hand washing).  
  • List ways germs enter the body and how to keep them out to stay healthy.  
Unit: Personal Health  
  • List first aid procedures for simple injuries.  
  • Identify common health problems and common illnesses. |                                                      |            |
| The student will explain how childhood injuries and illness can be prevented.         | Unit: Drug Use Prevention  
  • Differentiate between over-the-counter and prescription medicine.                                                                              |            |

*The following resources are available throughout the year in all units: Harcourt: “Your Health,” Brain Pop, “Scholastic News,” Morning Meeting, Leveled Readers, Apps for iPads*
# Grade 2: Health Curriculum Frameworks

## National Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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| The student will describe refusal skills to enhance health. | Unit: Drug Use Prevention  
- List the ways a person can say “no” to drugs and other substances that are not safe.  
Unit: Injury Prevention  
- Role-play refusal skills when faced with a stranger.  
- Practice saying no to risk taking behaviors or situations that threaten safety. | |
| The student will differentiate between negative and positive behaviors used in conflict situations. | Unit: Emotion, Intellectual, and Social Health  
- Compare and contrast healthy and unhealthy ways to respond to anger.  
- Demonstrate thoughtful behavior toward others.  
- Identify real dangers and how to cope with them and ways to seek assistance from a trusted adult if worried, abused, or threatened.  
- Demonstrate taking responsibility for actions rather than blaming.  
Unit: Family Life, Growth, and Development  
- Identify polite actions (manners). | |

## National Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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| The student will set a personal health goal and track progress toward its achievement. | Unit: Personal Health  
- Compare and contrast realistic and unrealistic goals.  
- Practice healthful eating and exercising for one week as a class challenge. | |

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## NATIONAL STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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| The student will compare behaviors that are safe to those that are risky or harmful. | Unit: Drug Use Prevention  
- Distinguish between medicines and other drugs including nicotine, tobacco, and second-hand smoke, caffeine, and alcohol.  
Unit: Personal Health  
- Teach students the consequences of safe/healthful and risky/harmful behaviors. | |
| The student will develop injury prevention and self-management strategies for personal health. | Unit: Emotional, Intellectual, and Social Health  
- Identify ways to calm oneself.  
- List ways to express anger and annoyance in a healthy manner.  
- List ways to cope with uncomfortable feelings and manage stress.  
- Identify ways to cope with change.  
Unit: Nutrition  
- Explain why it’s important to eat breakfast.  
- Identify the food groups on the “My Plate” and compare recommended servings for the food groups, identifying foods high in fat, salt, sugar.  
Unit: Personal Health  
- Describe real dangers children might face under different circumstances and what to do about them.  
- Demonstrate safe behaviors in a variety of settings.  
- Describe group behaviors that pose safety hazards.  
Unit: Injury Prevention  
- Demonstrate safe behaviors in a variety of settings.  
- Describe group behaviors that pose safety hazards. | |

## NATIONAL STANDARD 8: Students will demonstrate the ability to advocate for personal, family, and community health.

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| The student will express information and opinions about health information and ideas. | Unit: Nutrition  
- Examples of healthy foods that can be eaten at lunch or after school. | |

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