

## GRADE 2: HEALTH CURRICULUM FRAMEWORKS

<b>NATIONAL STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>		
<b>Minnesota Benchmark</b>	<b>Activities</b>	<b>Resources*</b>
<p>The student will identify indicators of mental, emotional, social and physical health during childhood.</p>	<p><u>Unit: Emotional, Intellectual, and Social Health</u></p> <ul style="list-style-type: none"> <li>• Explain why caring for others is important for healthy relationships.</li> </ul> <p><u>Unit: Nutrition</u></p> <ul style="list-style-type: none"> <li>• List reasons calcium is important for the body.</li> </ul> <p><u>Unit: Disease Prevention and Control</u></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• List ways germs enter the body and how to keep them out to stay healthy.</li> </ul> <p><u>Unit: Personal Health</u></p> <ul style="list-style-type: none"> <li>• List first aid procedures for simple injuries.</li> <li>• Identify common health problems and common illnesses.</li> </ul>	
<p>The student will explain how childhood injuries and illness can be prevented.</p>	<p><u>Unit: Drug Use Prevention</u></p> <ul style="list-style-type: none"> <li>• Differentiate between over-the-counter and prescription medicine.</li> </ul>	

\*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

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<b>NATIONAL STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>		
<b>Minnesota Benchmark</b>	<b>Activities</b>	<b>Resources*</b>
The student will describe refusal skills to enhance health.	<u>Unit: Drug Use Prevention</u> <ul style="list-style-type: none"> <li>• List the ways a person can say “no” to drugs and other substances that are not safe.</li> </ul> <u>Unit: Injury Prevention</u> <ul style="list-style-type: none"> <li>• Role-play refusal skills when faced with a stranger.</li> <li>• Practice saying no to risk taking behaviors or situations that threaten safety.</li> </ul>	
The student will differentiate between negative and positive behaviors used in conflict situations.	<u>Unit: Emotion, Intellectual, and Social Health</u> <ul style="list-style-type: none"> <li>• Compare and contrast healthy and unhealthy ways to respond to anger.</li> <li>• Demonstrate thoughtful behavior toward others.</li> <li>• Identify real dangers and how to cope with them and ways to seek assistance from a trusted adult if worried, abused, or threatened.</li> <li>• Demonstrate taking responsibility for actions rather than blaming.</li> </ul> <u>Unit: Family Life, Growth, and Development</u> <ul style="list-style-type: none"> <li>• Identify polite actions (manners).</li> </ul>	
<b>NATIONAL STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>		
<b>Minnesota Benchmark</b>	<b>Activities</b>	<b>Resources*</b>
The student will set a personal health goal and track progress toward its achievement.	<u>Unit: Personal Health</u> <ul style="list-style-type: none"> <li>• Compare and contrast realistic and unrealistic goals.</li> <li>• Practice healthful eating and exercising for one week as a class challenge.</li> </ul>	

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<b>NATIONAL STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>		
<b>Minnesota Benchmark</b>	<b>Activities</b>	<b>Resources*</b>
The student will compare behaviors that are safe to those that are risky or harmful.	<u>Unit: Drug Use Prevention</u> <ul style="list-style-type: none"> <li>• Distinguish between medicines and other drugs including nicotine, tobacco, and second-hand smoke, caffeine, and alcohol.</li> </ul> <u>Unit: Personal Health</u> <ul style="list-style-type: none"> <li>• Teach students the consequences of safe/healthful and risky/harmful behaviors.</li> </ul>	
The student will develop injury prevention and self-management strategies for personal health.	<u>Unit: Emotional, Intellectual, and Social Health</u> <ul style="list-style-type: none"> <li>• Identify ways to calm oneself.</li> <li>• List ways to express anger and annoyance in a healthy manner.</li> <li>• List ways to cope with uncomfortable feelings and manage stress.</li> <li>• Identify ways to cope with change.</li> </ul> <u>Unit: Nutrition</u> <ul style="list-style-type: none"> <li>• Explain why it's important to eat breakfast.</li> <li>• Identify the food groups on the "My Plate" and compare recommended servings for the food groups, identifying foods high in fat, salt, sugar.</li> </ul> <u>Unit: Personal Health</u> <ul style="list-style-type: none"> <li>• Describe real dangers children might face under different circumstances and what to do about them.</li> <li>• Demonstrate safe behaviors in a variety of settings.</li> <li>• Describe group behaviors that pose safety hazards.</li> </ul> <u>Unit: Injury Prevention</u> <ul style="list-style-type: none"> <li>• Demonstrate safe behaviors in a variety of settings.</li> <li>• Describe group behaviors that pose safety hazards.</li> </ul>	
<b>NATIONAL STANDARD 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>		
<b>Minnesota Benchmark</b>	<b>Activities</b>	<b>Resources*</b>
The student will express information and opinions about health information and ideas.	<u>Unit: Nutrition</u> <ul style="list-style-type: none"> <li>• Examples of healthy foods that can be eaten at lunch or after school.</li> </ul>	

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