North Dakota Health

Grade 2

Adopted 2008

Standard 1: Growth and Development

1: Students understand the fundamental concepts of growth and development.

Human Growth and Development

1. Explain how responsibilities change as we grow older (e.g., tasks require more skill, strength, knowledge) 2.1.1

Body Systems

2. Explain the basic functions of the major parts of the body (e.g., heart, lungs, muscles, ears, eyes) 2.1.2

Standard 2: Personal Health

2: Students understand concepts related to the promotion of health and the prevention of disease.

Personal Health

1. Describe how individuals can promote and protect their health (e.g., healthy eating planned meal, daily physical activity, wellness plan, sleep-regular patterns, personal hygiene daily routine, avoiding second hand smoke) 2.2.1
2. Identify appropriate and inappropriate responses in a range of situations (e.g., fire get out, call 911/don't hide; pedestrian-look both ways/don't dart into street; good touch/bad touch) 2.2.2

Disease and Illness

3. Identify prevention strategies for common illnesses (e.g., cold, flu) 2.2.3

Safety and Injury Prevention

4. Identify safe and unsafe situations (e.g., wearing seat belts/not in a booster chair, helmets/no helmets, life jacket/no life jacket) 2.2.4

Standard 3: External Health Factors

3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

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External Influences on Health

1. Identify ways in which the family influences and supports personal health practices and behaviors (e.g., preparing family meals using new food guide pyramid, portion control, basic hygiene, media/technology time, littering) 2.3.1
2. Identify ways the media can influence health behaviors (e.g., advertisements for food, product placement in television programs, product backing by athletes, noise pollution) 2.3.2

Standard 4: Communication Skills

4: Students demonstrate the ability to use communication skills to enhance health.

Interpersonal Communication

1. Distinguish between appropriate and inappropriate responses in a range of feelings and emotions (e.g., happy-laugh, sad-cry, sad-pouting) 2.4.1
2. Identify positive ways to get along with others (e.g., follow classroom and playground rules) 2.4.2
3. Describe ways in which people communicate without speaking (e.g., eye contact, body language, gestures) 2.4.3

Conflict Resolution

4. Apply refusal skills (e.g., when to say no, when to walk away) that enhance health 2.4.4

Standard 5: Decision Making and Goal Setting

5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

Goal Setting

1. Describe the steps of goal setting (e.g., establish goal, explain how goals affect health, describe a plan to reach goal, evaluate progress) 2.5.1

Assistance with Decisions and Goals

2. Describe situations that require assistance for making health-related decisions (e.g., experienced peer pressure, bullied, injured, approached by a stranger) 2.5.2

Standard 6: Consumer Health

6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

Access and Use of Health Information, Products, and Services

1. Identify resources from home, school, and community that provide valid health information. (e.g., school counselor, health care providers, teachers, family members) 2.6.1

Standard 7: Health Ad

7: Students demonstrate the ability to advocate for personal, family, and community health.

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Advocating for Health

1. Describe ways to support peers and others in making positive health choices (e.g., helping a friend or family member choose healthy foods for a meal, physical activities instead of TV/computer/video games) 2.7.1