

North Dakota Health Content and Achievement Standards

Grades K–12

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North Dakota Department of Public Instruction
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Standard 1: Growth and Development

Standard 1: Students understand the fundamental concepts of growth and development.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
HUMAN GROWTH AND DEVELOPMENT				
2.1.1 Explain how responsibilities change as we grow older (e.g., tasks require more skill, strength, knowledge)	Students explain how responsibilities change as we grow older with substantial detail.	Students explain how responsibilities change as we grow older with sufficient detail.	Students explain how responsibilities change as we grow older with sketchy detail.	Students explain how responsibilities change as we grow older with little or no detail.
BODY SYSTEMS				
2.1.2 Explain the basic functions of the major parts of the body (e.g., heart, lungs, muscles, ears, eyes)	Students explain the basic functions of the major parts of the body with few, if any, errors.	Students explain the basic functions of the major parts of the body with no significant errors.	Students explain the basic functions of the major parts of the body with limited significant errors.	Students explain the basic functions of the major parts of the body with many significant errors.

Standard 2: Personal Health

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
PERSONAL HEALTH				
2.2.1 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)	Students describe how individuals can promote and protect their health with substantial detail.	Students describe how individuals can promote and protect their health with sufficient detail.	Students describe how individuals can promote and protect their health with sketchy detail.	Students describe how individuals can promote and protect their health with little or no detail.
2.2.2 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)	Students identify an extensive variety of appropriate and inappropriate responses in a range of situations.	Students identify a representative variety of appropriate and inappropriate responses in a range of situations.	Students identify a limited variety of appropriate and inappropriate responses in a range of situations.	Students identify an insufficient variety of appropriate and inappropriate responses in a range of situations.
DISEASE AND ILLNESS				
2.2.3 Identify prevention strategies for common illnesses (e.g., cold, flu)	Students identify an extensive variety of prevention strategies for common illnesses.	Students identify a representative variety of prevention strategies for common illnesses.	Students identify a limited variety of prevention strategies for common illnesses.	Students identify an insufficient variety of prevention strategies for common illnesses.
SAFETY AND INJURY PREVENTION				
2.2.4 Identify safe and unsafe situations (e.g., wearing seat belts/not in a booster chair, helmets/no helmets, life jacket/no life jacket)	Students identify an extensive variety of safe and unsafe situations.	Students identify a representative variety of safe and unsafe situations.	Students identify a limited variety of safe and unsafe situations.	Students identify an insufficient variety of safe and unsafe situations.

Standard 3: External Health Factors

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
EXTERNAL INFLUENCES ON HEALTH				
2.3.1 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)	Students identify an extensive variety of ways in which the family influences and supports personal health practices and behaviors.	Students identify a representative variety of ways in which the family influences and supports personal health practices and behaviors.	Students identify a limited variety of ways in which the family influences and supports personal health practices and behaviors.	Students identify an insufficient variety of ways in which the family influences and supports personal health practices and behaviors.
2.3.2 Identify ways the media can influence health behaviors (e.g., advertisements for food, product placement in television programs, product backing by athletes, noise pollution)	Students identify an extensive variety of ways the media can influence health behaviors.	Students identify a representative variety of ways the media can influence health behaviors.	Students identify a limited variety of ways the media can influence health behaviors.	Students identify an insufficient variety of ways the media can influence health behaviors.

Standard 4: Communication Skills

Standard 4: Students demonstrate the ability to use communication skills to enhance health.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
INTERPERSONAL COMMUNICATION				
2.4.1 Distinguish between appropriate and inappropriate responses in a range of feelings and emotions (e.g., happy-laugh, sad-cry, sad-pouting)	Students distinguish between appropriate and inappropriate responses in a range of feelings and emotions with few, if any errors.	Students distinguish between appropriate and inappropriate responses in a range of feelings and emotions with no significant errors.	Students distinguish between appropriate and inappropriate responses in a range of feelings and emotions with limited significant errors.	Students distinguish between appropriate and inappropriate responses in a range of feelings and emotions with many significant errors.
2.4.2 Identify positive ways to get along with others (e.g., follow classroom and playground rules)	Students identify an extensive variety of positive ways to get along with others.	Students identify a representative variety of positive ways to get along with others.	Students identify a limited variety of positive ways to get along with others.	Students identify an insufficient variety of positive ways to get along with others.
2.4.3 Describe ways in which people communicate without speaking (e.g., eye contact, body language, gestures)	Students describe an extensive variety of ways in which people communicate without speaking.	Students describe a representative variety of ways in which people communicate without speaking.	Students describe a limited variety of ways in which people communicate without speaking.	Students describe an insufficient variety of ways in which people communicate without speaking.
CONFLICT RESOLUTION				
2.4.4 Apply refusal skills (e.g., when to say no, when to walk away) that enhance health	Students apply refusal skills that enhance health with few, if any, lapses.	Students consistently apply refusal skills that enhance health.	Students inconsistently apply refusal skills that enhance health.	Students rarely apply refusal skills that enhance health.

Standard 5: Decision Making and Goal Setting

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
GOAL SETTING				
2.5.1 Describe the steps of goal setting (e.g., establish goal, explain how goals affect health, describe a plan to reach goal, evaluate progress)	Students describe the steps of goal setting with few, if any, errors.	Students describe the steps of goal setting with no significant errors.	Students describe the steps of goal setting with limited significant errors.	Students describe the steps of goal setting with many significant errors.
ASSISTANCE WITH DECISIONS AND GOALS				
2.5.2 Describe situations that require assistance for making health-related decisions (e.g., experienced peer pressure, bullied, injured, approached by a stranger)	Students describe situations that require assistance when making health related decisions with substantial detail.	Students describe situations that require assistance for making health related decisions with sufficient detail.	Students describe situations that require assistance for making health related decisions with sketchy detail.	Students describe situations that require assistance for making health related decisions with little or no detail.

Standard 6: Consumer Health

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES 2.6.1 Identify resources from home, school, and community that provide valid health information. (e.g., school counselor, health care providers, teachers, family members)	Students identify an extensive variety of resources from home, school, and community that provide valid health information.	Students identify a representative variety of resources from home, school, and community that provide valid health information.	Students identify a limited variety of resources from home, school, and community that provide valid health information.	Students identify an insufficient variety of resources from home, school, and community that provide valid health information.

Standard 7: Health Advocacy

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
ADVOCATING FOR HEALTH				
2.7.1 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)	Students insightfully describe ways to support peers and others in making positive health choices.	Students describe relevant ways to support peers and others in making positive health choices.	Students superficially describe ways to support peers and others in making positive health choices.	Students describe irrelevant ways to support peers and others in making positive health choices.