

<p style="text-align: center;"><b>GRADE 2</b> <b><i>Overview of the Health Standards</i></b></p>
--

A health education program for students in GRADE 2 through grade two involves students, school staff, families, and the community in working together to promote good health, prevent health problems when possible, and address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education *standards* address four unifying ideas for health literacy.

---

**I. ACCEPTANCE OF PERSONAL RESPONSIBILITY**

---

**II. RESPECT FOR AND PROMOTION OF  
HEALTH OF OTHERS**

---

**III. AN UNDERSTANDING OF THE PROCESS OF  
GROWTH AND DEVELOPMENT**

---

**IV. INFORMED USE OF HEALTH-RELATED  
INFORMATION, PRODUCTS, AND SERVICES**

---

**GRADE 2**  
***Health Standards and Benchmark Proficiencies***

**I. ACCEPTANCE OF PERSONAL RESPONSIBILITY**

---

***I-A: Students in GRADE 2 will understand ways in which they can enhance and maintain their own health and well-being.***

---

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-A-1		Practicing good personal hygiene, including caring for teeth, gums, eyes, ears, nose, skin, hair and nails				
I-A-2		Grouping foods by major nutrients, cultural food practices, and USDA Food Pyramid				
I-A-3		Participating regularly in active play and a variety of physical activities with a focus on the pleasure of being active				
I-A-4		Explaining the need for protective equipment or to practice behaviors which protect the body				

---

***I-B: Students in GRADE 2 will understand ways to prevent disease and speed recovery from illness.***

---

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-B-1		Cooperating in regular health screenings, including dental and vision examinations				
I-B-2		Describing what actions to take if not feeling well				

***I-C: Students in GRADE 2 will understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health.***

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-C-1		Recognizing emergencies and responding appropriately				
I-C-2		Identifying how to treat simple injuries				
I-C-3		Demonstrating appropriate behaviors during fire drills, earthquake drills, and other disaster drills				
I-C-4		Demonstrating they can say "no" in a convincing way				

## II. RESPECT FOR AND PROMOTION OF HEALTH OF OTHERS

***II-A: Students in GRADE 2 will know how to play a positive, active role in promoting the health of their families.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-A-1		Developing and using effective communication skills, including good listening skills				
II-A-2		Identifying feelings related to changes within the family and effectively expressing them to others in a positive way				

***II-B: Students in GRADE 2 will know how to promote positive health practices within the school and community, including positive relationships with peers.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-B-1		Understanding and following school rules relating to health				
II-B-2		Participating in school and community efforts to address local health and environmental issues, for example recycling				
II-B-3		Identifying ways to be a friend				

### III. AN UNDERSTANDING OF THE PROCESS OF GROWTH AND DEVELOPMENT

***III-A: Students in GRADE 2 will understand the variety of physical, mental, emotional, and social changes that occur throughout life.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-A-1		Describing <i>the</i> cycle of growth and development in humans and other animal species				
III-A-2		Identifying abilities that increase because of growth and development				

***III-B: Students in GRADE 2 will understand individual differences in growth and development.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-B-1		Identifying body parts in detail				

### IV. INFORMED USE OF HEALTH-RELATED INFORMATION, PRODUCTS, AND SERVICES

***IV-A: Students in GRADE 2 will know how to identify products, services, and information that may be helpful or harmful to their health.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
IV-A-1		Identify healthcare workers and how they contribute to the community				
IV-A-2		Recognizing that media influences their choices				