

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:

Standard 1: Students understand the fundamental concepts of growth and development.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
HUMAN GROWTH AND DEVELOPMENT				
K.1.1 Describe physical changes (e.g.: teeth, hair, height, weight, coordination) that occur from infancy through adulthood	Students describe in extensive detail physical changes that occur from infancy through adulthood.	Students describe in detail physical changes that occur from infancy through adulthood.	Students describe in some detail physical changes that occur from infancy through adulthood.	Students describe in minimal detail physical changes that occur from infancy through adulthood.
BODY SYSTEMS				
K.1.2 Identify basic parts of the human body (e.g., heart, lungs, muscles, eyes, ears)	Students identify basic parts of the human body with ease.	Students identify basic parts of the human body with minimal difficulty.	Students identify basic parts of the human body with some difficulty.	Students identify basic parts of the human body with great difficulty.
Grade 1				
HUMAN GROWTH AND DEVELOPMENT				
1.1.1 Compare the diverse patterns of growth (e.g., body size-short/tall, overweight/underweight, baby teeth/permanent teeth) and development among individuals	Students compare the diverse patterns of growth and development in great detail.	Students compare the diverse patterns of growth and development in detail.	Students compare the diverse patterns of growth and development in some detail.	Students compare the diverse patterns of growth and development in minimal detail.
BODY SYSTEMS				
1.1.2 Explain how to care for the major body parts (e.g., heart, lung, muscles, eyes, and ears)	Students provide an explanation that includes extensive detail about how to care for the major body parts.	Students provide an explanation that includes adequate detail about how to care for the major body parts.	Students provide an explanation that includes some detail about how to care for the major body parts.	Students provide an explanation that includes minimal detail about how to care for the major body parts.
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 in great detail how responsibilities change as we grow older.	Students explain in detail how responsibilities change as we grow older.	Students explain in some detail how responsibilities change as we grow older.	Students explain in minimal detail how responsibilities change as we grow older.

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
BODY SYSTEMS				
2.1.2 Explain the basic functions of the major parts of the body (e.g., heart, lungs, muscles, ears, eyes) and their major functions	Students explain the basic functions of the major parts of the body with no 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 a few significant errors.	Students explain the basic functions of the major parts of the body with many significant errors.
Grade 3				
HUMAN GROWTH AND DEVELOPMENT				
3.1.1 Identify the stages of the life cycle (i.e., birth, infancy, childhood, adolescence, adulthood, late adulthood, death)	Students identify the stages of the life cycle with no errors.	Students identify the stages of the life cycle with no significant errors.	Students identify the stages of the life cycle with a few significant errors.	Students identify the stages of the life cycle with many significant errors.
3.1.2 Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings)	Students identify an extensive variety of examples of intellectual, emotional, social, and spiritual health during childhood.	Students identify a variety of examples of intellectual, emotional, social, and spiritual health during childhood.	Students identify some different examples of intellectual, emotional, social, and spiritual health during childhood.	Students identify very few examples of intellectual, emotional, social, and spiritual health during childhood.
BODY SYSTEMS				
3.1.3 Identify basic human body systems and their functions (i.e., skeletal: gives body support and shape; muscular: helps body move; circulatory: moves blood throughout the body; respiratory: helps the body use the air we breathe; digestive: helps the body use food to make energy; nervous: controls all body actions)	Students identify the basic human body systems and their functions with no errors.	Students identify the basic human body systems and their functions with no significant errors.	Students identify the basic human body systems and their functions with few significant errors.	Students identify the basic human body systems and their functions with many significant errors.
3.1.4 Identify the effects of healthy and unhealthy foods on the body (e.g., healthy foods provide nutrients for growth and development; unhealthy foods contribute to a lack of energy and obesity)	Students identify the effects of healthy and unhealthy foods on the body with ease.	Students identify the effects of healthy and unhealthy foods on the body with minimal difficulty.	Students identify the effects of healthy and unhealthy foods on the body with difficulty.	Students identify the effects of healthy and unhealthy foods on the body with great difficulty.
Grade 4				
HUMAN GROWTH AND DEVELOPMENT				

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
4.1.1 Explain the cycle of growth and development in humans from infancy to late adulthood	Students explain the cycle of growth and development in humans from infancy to late adulthood in great detail.	Students explain the cycle of growth and development in humans from infancy to late adulthood in detail.	Students explain the cycle of growth and development in humans from infancy to late adulthood in some detail.	Students explain the cycle of growth and development in humans from infancy to late adulthood in minimal detail.
4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)	Students explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood in great detail.	Students explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood in detail.	Students explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood in some detail.	Students explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood in minimal detail.
BODY SYSTEMS				
4.1.3 Identify how basic structure and functions of the human body systems are interrelated (e.g., skeletal system and muscular system work together to allow for movement)	Students identify all the significant details of how basic structure and functions of the human body systems are interrelated.	Students identify most of the significant details of how basic structure and functions of the human body systems are interrelated.	Students identify some of the significant details of how basic structure and functions of the human body systems are interrelated.	Students identify very few of the significant details of how basic structure and functions of the human body systems are interrelated.
Grade 5				
HUMAN GROWTH AND DEVELOPMENT				
5.1.1 Describe changes that occur during puberty (e.g., changes in voice, hair growth, mood swings, sensitivity to peer influence)	Students describe an extensive variety of changes that occur during puberty.	Students describe a variety of changes that occur during puberty.	Students describe some different changes that occur during puberty.	Students describe a limited variety of changes that occur during puberty.
BODY SYSTEMS				
5.1.2 Explain the maintenance of human body systems (e.g., skeletal: choose foods high in calcium and vitamin D, be physically active)	Students explain in great detail the maintenance of human body systems.	Students explain in detail the maintenance of human body systems.	Students explain in some detail the maintenance of human body systems.	Students explain in minimal detail the maintenance of human body systems.
Grade 6				
HUMAN GROWTH AND DEVELOPMENT				

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Benchmark Expectations		PROFICIENCY DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
6.1.1	Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle	Students identify an extensive variety of physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle.	Students identify a variety of physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle.	Students identify some different physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle.	Students identify a limited variety of physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle.
6.1.2	Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)	Students describe in great detail the importance of intellectual, emotional, social, and physical health during adolescence.	Students describe in detail the importance of intellectual, emotional, social, and physical health during adolescence.	Students describe in some detail the importance of intellectual, emotional, social, and physical health during adolescence.	Students describe in minimal detail the importance of intellectual, emotional, social, and physical health during adolescence.
BODY SYSTEMS					
6.1.3	Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system)	Students provide an explanation that includes all of the significant details of how body systems are affected by health behaviors.	Students provide an explanation that includes most of the significant details of how body systems are affected by health behaviors.	Students provide an explanation that includes some of the significant details of how body systems are affected by health behaviors.	Students provide an explanation that includes very few of the significant details of how body systems are affected by health behaviors.
Grades 7–8					
HUMAN GROWTH AND DEVELOPMENT					
7-8.1.1	Describe physical, intellectual, social, and emotional changes that occur throughout the life cycle (e.g., body maturation, brain development, social awareness)	Students describe an extensive variety of physical, intellectual, social, and emotional changes that occur throughout the life cycle.	Students describe a variety of physical, intellectual, social, and emotional changes that occur throughout the life cycle.	Students describe some different physical, intellectual, social, and emotional changes that occur throughout the life cycle.	Students describe a limited variety of physical, intellectual, social, and emotional changes that occur throughout the life cycle.
7-8.1.2	Describe the interrelationship of intellectual, emotional, social, and physical health (e.g., the effect of stress on mental performance, the effect of self-image on relationships) during adolescence	Students describe all of the significant details of the interrelationship of intellectual, emotional, social, and physical health during adolescence.	Students describe most of the significant details of the interrelationship of intellectual, emotional, social, and physical health during adolescence.	Students describe some of the significant details of the interrelationship of intellectual, emotional, social, and physical health during adolescence.	Students describe very few of the significant details of the interrelationship of intellectual, emotional, social, and physical health during adolescence.

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

Benchmark Expectations		PROFICIENCY DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
7-8.1.3	Explain the processes of conception, prenatal development, and birth	Students explain in great detail the processes of conception, prenatal development, and birth.	Students explain in detail the processes of conception, prenatal development, and birth.	Students explain in some detail the processes of conception, prenatal development, and birth.	Students explain in minimal detail the processes of conception, prenatal development, and birth.
BODY SYSTEMS					
7-8.1.4	Identify the anatomical structures of the reproductive system	Students identify anatomical structures of the reproductive system with no errors.	Students identify anatomical structures of the reproductive system with no significant errors.	Students identify anatomical structures of the reproductive system with a few significant errors.	Students identify anatomical structures of the reproductive system with many significant errors.
Grades 9–12					
HUMAN GROWTH AND DEVELOPMENT					
9-12.1.1	Explain the physical, intellectual, social, and spiritual changes that occur throughout life (e.g. how these changes differ among individuals, family, and community)	Students provide an explanation that includes extensive detail about the physical, intellectual, social, and spiritual changes that occur throughout life and how these changes differ among individuals, family, and community.	Students provide an explanation that includes adequate detail about the physical, intellectual, social, and spiritual changes that occur throughout life and how these changes differ among individuals, family, and community.	Students provide an explanation that includes some detail about the physical, intellectual, social, and spiritual changes that occur throughout life and how these changes differ among individuals, family, and community.	Students provide an explanation that includes minimal detail about the physical, intellectual, social, and spiritual changes that occur throughout life and how these changes differ among individuals, family, and community.
9-12.1.2	Explain how physical, intellectual, social, spiritual, and cultural factors influence attitudes towards sexuality	Students provide an insightful explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes towards sexuality.	Students provide a relevant explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes towards sexuality.	Students provide an obvious explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes towards sexuality.	Students provide an irrelevant explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes towards sexuality.
9-12.1.3	Describe the importance of prenatal and postnatal care to both parents and child	Students provide an explanation that includes extensive details about the importance of prenatal and postnatal care.	Students provide an explanation that includes adequate details about the importance of prenatal and postnatal care.	Students provide an explanation that includes some details about the importance of prenatal and postnatal care.	Students provide an explanation that includes minimal details about the importance of prenatal and postnatal care.
BODY SYSTEMS					

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

Benchmark Expectations		PROFICIENCY DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9-12.1.4	Explain the impact of personal health behaviors on the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STDS)	Students provide an explanation that includes all of the significant details of how personal health behaviors impact the functioning of body systems.	Students provide an explanation that includes most of the significant details of how personal health behaviors impact the functioning of body systems.	Students provide an explanation that includes some of the significant details of how personal health behaviors impact the functioning of body systems.	Students provide an explanation that includes very few of the significant details of how personal health behaviors impact the functioning of body systems.
9-12.1.5	Explain the functions of the reproductive system	Students explain the functions of the reproductive system with no errors.	Students explain the functions of the reproductive system with no significant errors.	Students explain the functions of the reproductive system with a few significant errors.	Students explain the functions of the reproductive system with many significant errors.

Standard 2:

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
PERSONAL HEALTH				
K.2.1 Identify healthy behaviors that contribute to emotional, social, and physical health (e.g., healthy eating, exercise, sleep, personal hygiene, avoiding second hand smoke)	Students identify an extensive variety of healthy behaviors.	Students identify a variety of healthy behaviors.	Students identify some variety of healthy behaviors.	Students identify a limited variety of healthy behaviors.
K.2.2 Recognize potentially dangerous situations and know how to avoid personal harm (e.g., fire-don't play with matches, water-be with an adult, traffic-stay out of streets, medicine-take from a trusted adult, strangers- just "No")	Students almost always recognize potentially dangerous situations and know how to avoid personal harm.	Students consistently recognize potentially dangerous situations and know how to avoid personal harm.	Students sometimes recognize potentially dangerous situations and know how to avoid personal harm.	Students rarely recognize potentially dangerous situations and know how to avoid personal harm.
DISEASE AND ILLNESS				
K.2.3 Describe a variety of ways to prevent the spreading of illnesses (e.g., washing hands, covering mouth, using tissues)	Students describe in great detail ways to prevent the spreading of illnesses.	Students describe in detail ways to prevent the spreading of illnesses.	Students describe in some detail ways to prevent the spreading of illnesses.	Students describe in minimal detail ways to prevent the spreading of illnesses.
K.2.4 Identify the types of check-ups (e.g., dental, vision, hearing, speech, wellness checks) needed for maintaining a healthy body	Students identify an extensive variety of types of check-ups needed for maintaining a healthy body.	Students identify several types of check-ups needed for maintaining a healthy body.	Students identify some types of check-ups needed for maintaining a healthy body.	Students identify a limited variety of the types of check-ups needed for maintaining a healthy body.
SAFETY AND INJURY PREVENTION				
K.2.5 Describe the safety rules / procedures used in home, school, and community settings (e.g., school drills, fire and tornado drills, water safety rules, calling 911 for emergencies, classroom rules, playground rules)	Students describe an extensive variety of safety rules / procedures used in home, school, and community settings.	Students describe a variety of safety rules / procedures used in home, school, and community settings.	Students describe some different safety rules / procedures used in home, school, and community settings.	Students describe a limited variety of safety rules / procedures used in home, school, and community settings.
Grade 1				
PERSONAL HEALTH				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
1.2.1 Explain healthy behaviors and how they impact personal, emotional, social, and physical health (e.g., healthy eating-eating fruits and vegetables, new food pyramid guide, exercise-more energy, sleep-energy and attention span, hygiene-self-esteem).	Students explain in great detail healthy behaviors and how they impact personal health.	Students explain in detail healthy behaviors and how they impact personal health.	Students explain in some detail healthy behaviors and how they impact personal health.	Students explain in minimal detail healthy behaviors and how they impact personal health.
1.2.2 Identify safe behaviors in a range of situations (e.g., fire-stop, drop, and roll, water-life jacket, bike-helmet, good touch/bad touch, technology-use computer with parent supervision)	Students identify an extensive variety of safe behaviors in a range of situations.	Students identify a variety of safe behaviors in a range of situations.	Students identify some variety of safe behaviors in a range of situations.	Students identify a limited variety of safe behaviors in a range of situations.
DISEASE AND ILLNESS				
1.2.3 Identify symptoms of common illnesses/conditions (e.g., cold, flu, diabetes, asthma, allergies)	Students identify an extensive variety of symptoms associated with common illnesses/conditions.	Students identify a variety of symptoms associated with common illnesses/conditions.	Students identify some different symptoms associated with common illnesses/conditions.	Students identify a limited variety of symptoms associated with common illnesses/conditions.
1.2.4 Explain the importance of regular health check-ups (e.g., dental-healthy teeth and gums, vision-glasses/no glasses, hearing-ability to receive information, speech-communicate effectively, wellness checks-maintenance of healthy body)	Students explain with all of the significant details the importance of regular health check-ups.	Students explain the importance of regular health check-ups.	Students explain with some significant details the importance of regular health check-ups.	Students explain with few of the significant details the importance of regular health check-ups.
SAFETY AND INJURY PREVENTION				
1.2.5 Describe a variety of safe behaviors (e.g., wearing seat belts, using protective equipment such as helmets, obeying pedestrian rules, checking traffic before crossing a road, calling 911, fire safety-stop, drop and roll) one can use to reduce the risk of injury	Students describe a variety of safe behaviors to reduce the risk of injury with ease.	Students describe a variety of safe behaviors to reduce the risk of injury with minimal difficulty.	Students describe a variety of safe behaviors to reduce the risk of injury with difficulty.	Students describe a variety of safe behaviors to reduce the risk of injury with great difficulty.
1.2.6 Describe the purpose of safety rules for home, school, and community settings (e.g., school drills, fire and tornado drills, calling 911 for emergencies, water safety rules, technology safety)	Students describe with extensive detail the purpose of safety rules for home, school, and community settings.	Students describe with adequate detail the purpose of safety rules for home, school, and community settings.	Students describe with some detail the purpose of safety rules for home, school, and community settings.	Students describe with minimal detail the purpose of safety rules for home, school, and community settings.
Grade 2				
PERSONAL HEALTH				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
2.2.1 Describe how individuals can promote and protect their health (e.g., healthy eating-planned meal, exercise-daily wellness plan, sleep-regular patterns, personal hygiene-daily routine, avoiding second hand smoke)	Students describe in great detail how individuals can promote and protect their health.	Students describe in detail how individuals can promote and protect their health.	Students describe in some detail how individuals can promote and protect their health.	Students describe in minimal detail how individuals can promote and protect their health.
2.2.2 Distinguish between 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 distinguish between appropriate and inappropriate responses in a range of situations with no errors.	Students distinguish between appropriate and inappropriate responses in a range of situations with no significant errors.	Students distinguish between appropriate and inappropriate responses in a range of situations with a few significant errors.	Students distinguish between appropriate and inappropriate responses in a range of situations with many significant errors.
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 variety of prevention strategies for common illnesses.	Students identify some different varieties of prevention strategies for common illnesses.	Students identify a limited variety of prevention strategies for common illnesses.
SAFETY AND INJURY PREVENTION				
2.2.4 Distinguish safe from unsafe situations (e.g., wearing seat belts/not in a booster chair, helmets/no helmets, life jacket/no life jacket)	Students distinguish safe from unsafe situations with no errors.	Students distinguish safe from unsafe situations with no significant errors.	Students distinguish safe from unsafe situations with a few significant errors.	Students distinguish safe from unsafe situations with many significant errors.
Grade 3				
PERSONAL HEALTH				
3.2.1 Describe how personal health behaviors (e.g., grooming habits, wellness exams, proper nutrition, health fitness) affect individual well-being	Students describe in great detail how personal health behaviors affect individual well-being.	Students describe in detail how personal health behaviors affect individual well-being.	Students describe in some detail how personal health behaviors affect individual well-being.	Students describe in minimal detail how personal health behaviors affect individual well-being.
3.2.2 Explain how the family, school, and community influence personal health (e.g., family promotes personal health, school educates the youth, community provides resources)	Students explain in great detail how the family, school, and community influence personal health.	Students explain in detail how the family, school, and community influence personal health.	Students explain in some detail how the family, school, and community influence personal health.	Students explain in minimal detail how the family, school, and community influence personal health.

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
3.2.3 Describe factors related to intellectual, emotional, social, and physical health (e.g., having trusted person to talk to, being physically active every day)	Students describe factors related to intellectual, emotional, social, and physical health in great detail.	Students describe factors related to intellectual, emotional, social, and physical health in detail.	Students describe factors related to intellectual, emotional, social, and physical health in some detail.	Students describe factors related to intellectual, emotional, social, and physical health in minimal detail.
DISEASE AND ILLNESS				
3.2.4 Identify the differences between communicable and non-communicable illnesses and diseases (e.g., communicable: cold, flu, strep throat; non-communicable: asthma, allergies, cancer)	Students identify the differences between communicable and non-communicable illnesses and diseases with no errors.	Students identify the differences between communicable and non-communicable illnesses and diseases with no significant errors.	Students identify the differences between communicable and non-communicable illnesses and diseases with a few significant errors.	Students identify the differences between communicable and non-communicable illnesses and diseases with many significant errors.
SAFETY AND INJURY PREVENTION				
3.2.5 Describe the characteristics of threatening situations (e.g., bullying, harassment, internet sites)	Students describe in great detail the characteristics of threatening situations.	Students describe in detail the characteristics of threatening situations.	Students describe in some detail some characteristics of threatening situations.	Students describe in minimal detail the characteristics of threatening situations.
3.2.6 Explain the components of personal safety (e.g., life jackets, emergency exit routes, seatbelts)	Students explain in great detail the components of personal safety.	Students explain in detail the components of personal safety.	Students explain in some detail the components of personal safety.	Students explain minimal detail the components of personal safety.
Grade 4				
PERSONAL HEALTH				
4.2.1 Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)	Students explain ways in which a safe and healthy school and community environment can promote personal health in great detail.	Students explain ways in which a safe and healthy school and community environment can promote personal health in detail.	Students explain ways in which a safe and healthy school and community environment can promote personal health in some detail.	Students explain ways in which a safe and healthy school and community environment can promote personal health in minimal detail.
4.2.2 Explain the relationship between food choices and personal health (e.g., unhealthy food choices contribute to high cholesterol, diabetes, heart disease, high risk of cancer, high blood pressure)	Students explain all of the significant details in the relationship between food choices and personal health.	Students explain most of the significant details in the relationship between food choices and personal health.	Students explain some of the significant details in the relationship between food choices and personal health.	Students explain very few of the significant details in the relationship between food choices and personal health.
DISEASE AND ILLNESS				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
4.2.3 Describe the different types of pathogens (e.g., bacteria, viruses, fungi, protists) and the diseases they cause	Students describe an extensive variety of types of pathogens and the diseases they cause.	Students describe a variety of types of pathogens and the diseases they cause.	Students describe some variety of types of pathogens and the diseases they cause.	Students describe very few types of pathogens and the diseases they cause.
SAFETY AND INJURY PREVENTION				
4.2.4 Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites)	Students describe ways to identify risk taking situations and how to avoid threatening situations in great detail.	Students describe ways to identify risk taking situations and how to avoid threatening situations in detail.	Students describe ways to identify risk taking situations and how to avoid threatening situations in some detail.	Students describe ways to identify risk taking situations and how to avoid threatening situations in minimal detail.
Grade 5				
PERSONAL HEALTH				
5.2.1 Describe differences between self and peers and how these differences relate to intellectual, emotional, social, and physical health	Students describe differences between self and peers and how they relate to intellectual, emotional, social, and physical health in great detail.	Students describe differences between self and peers and how they relate to intellectual, emotional, social, and physical health in detail.	Students describe differences between self and peers and how they relate to intellectual, emotional, social, and physical health in some detail.	Students describe differences between self and peers and how they relate to intellectual, emotional, social, and physical health in minimal detail.
5.2.2 Explain the benefits of nutrition and physical activity as they relate to total wellness	Students explain the benefits of nutrition and physical activity as they relate to total wellness in great detail.	Students explain the benefits of nutrition and physical activity as they relate to total wellness in detail.	Students explain the benefits of nutrition and physical activity as they relate to total wellness in some detail.	Students explain the benefits of nutrition and physical activity as they relate to total wellness in minimal detail.
DISEASE AND ILLNESS				
5.2.3 Explain situations when it is appropriate to seek health care and explain the importance of early detection (e.g., skin cancer) in the treatment of illness and disease.	Students explain in great detail situations when it is appropriate to seek health care and explain the importance of early detection in the treatment of illness and disease.	Students explain in detail situations when it is appropriate to seek health care and explain the importance of early detection in the treatment of illness and disease.	Students explain in some detail situations when it is appropriate to seek health care and explain the importance of early detection in the treatment of illness and disease.	Students explain in minimal detail situations when it is appropriate to seek health care and explain the importance of early detection in the treatment of illness and disease.
SAFETY AND INJURY PREVENTION				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
5.2.4 Identify basic first aid procedures for common emergencies (e.g., choking, minor burns, bleeding, shock, poisoning)	Students identify basic first aid procedures for common emergencies with no errors.	Students identify basic first aid procedures for common emergencies with no significant errors.	Students identify basic first aid procedures for common emergencies with few significant errors.	Students identify basic first aid procedures for common emergencies with many significant errors.
Grade 6				
PERSONAL HEALTH				
6.2.1 Describe strategies for stress management (e.g., breathing and relaxation techniques, avoiding personal stressors, time management)	Students describe an extensive variety of strategies for stress management.	Students describe a variety of strategies for stress management.	Students describe some different strategies for stress management.	Students describe a limited variety of strategies for stress management.
6.2.2 Explain characteristics and conditions associated with positive self-esteem (e.g., confidence, self-worth)	Students provide an explanation of the characteristics and conditions associated with positive self-esteem in great detail.	Students provide an explanation of the characteristics and conditions associated with positive self-esteem in detail.	Students provide an explanation of the characteristics and conditions associated with positive self-esteem with some detail.	Students provide an explanation of the characteristics and conditions associated with positive self-esteem with minimal detail.
DISEASE AND ILLNESS				
6.2.3 Identify the causes and prevention of common diseases and other health problems (e.g., asthma, diabetes, obesity, allergies, sexually transmitted disease/infection [STD/STI], cardio-vascular disease)	Students identify all of the causes and preventions of common diseases and other health problems with no errors.	Students identify causes and preventions of common diseases and other health problems with no significant errors.	Students identify causes and preventions of common diseases and other health problems with few errors.	Students identify causes and preventions of common diseases and other health problems with many errors.
SAFETY AND INJURY PREVENTION				
6.2.4 Explain the relationship between healthy behaviors (e.g., riding bikes, skateboards, rollerblades) and health risks (with or without protective equipment)	Students explain in great detail the relationship between healthy behaviors and health risks.	Students explain in detail the relationship between healthy behaviors and health risks.	Students explain in some detail the relationship between healthy behaviors and health risks.	Student explains in minimal detail the relationship between healthy behaviors and health risks.
6.2.5 Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose)	Students identify an extensive variety of personal risks associated with harmful chemicals and drugs.	Students identify a variety of personal risks associated with harmful chemicals and drugs.	Students identify some different personal risks associated with harmful chemicals and drugs.	Students identify a limited variety of personal risks associated with harmful chemicals and drugs.
Grades 7–8				
PERSONAL HEALTH				

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

Benchmark Expectations		PROFICIENCY DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
7-8.2.1	Develop strategies for stress management (e.g., breathing and relaxation techniques, avoiding personal stressors, time management)	Students develop an extensive variety of strategies for stress management.	Students develop a variety of strategies for stress management.	Students develop some different strategies for stress management.	Students develop a limited variety of strategies for stress management.
7-8.2.2	Describe ways (e.g., personal achievement, community involvement) to improve self-esteem	Students describe an extensive variety of ways to improve self-esteem.	Students describe a variety of ways to improve self-esteem.	Students describe some different ways to improve self-esteem.	Students describe a limited variety of ways to improve self-esteem.
7-8.2.3	Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors	Students explain in great detail how personal values and beliefs influence individual health practices and behaviors.	Students explain in detail how personal values and beliefs influence individual health practices and behaviors.	Students explain in some detail how personal values and beliefs influence individual health practices and behaviors.	Students explain in minimal detail how personal values and beliefs influence individual health practices and behaviors.
7-8.2.4	Describe ways in which family history can have an impact on personal health (e.g., hereditary diseases)	Students describe an extensive variety of ways that family history can have an impact on personal health.	Students describe a variety of ways that family history can have an impact on personal health.	Students describe some different ways that family history can have an impact on personal health.	Students describe limited variety of ways that family history can have an impact on personal health.
7-8.2.5	Explain the relationship between sexual behavior and personal health (e.g., STD/STI, pregnancy, HIV/AIDS)	Students provide an explanation with significant detail in the relationship between sexual behavior and personal health.	Students provide an explanation with most of the significant details in the relationship between sexual behavior and personal health.	Students provide an explanation with some of the significant details in the relationship between sexual behavior and personal health.	Students provide an explanation with very few of the significant details in the relationship between sexual behavior and personal health.
DISEASE AND ILLNESS					
7-8.2.6	Identify the symptoms and treatment of common diseases and other health problems (e.g., allergies, communicable/non-communicable)	Students identify symptoms and treatment of common diseases and other health problems with accuracy.	Students identify symptoms and treatment of common diseases and other health problems with no significant errors.	Students identify symptoms and treatment of common diseases and other health problems with a few significant errors.	Students identify symptoms and treatment of common diseases and other health problems with many significant errors.
7-8.2.7	Explain ways in which school and public health policies can influence health promotion and disease prevention (e.g., tobacco and wellness policies)	Students explain an extensive variety of ways in which school and public health policies can influence health promotion and disease prevention.	Students explain a variety of ways in which school and public health policies can influence health promotion and disease prevention.	Students explain some different ways in which school and public health policies can influence health promotion and disease prevention.	Students explain very few ways in which school and public health policies can influence health promotion and disease prevention.

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

Benchmark Expectations		PROFICIENCY DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
7-8.2.8	Explain the benefits of nutrition and physical activity as they relate to the overall well-being of individuals (e.g., obesity)	Students explain an extensive variety of benefits of nutrition and physical activity as they relate to the overall well-being of individuals.	Students explain a variety of benefits of nutrition and physical activity as they relate to the overall well-being of individuals.	Students explain some different benefits of nutrition and physical activity as they relate to the overall well-being of individuals.	Students explain a limited variety of benefits of nutrition and physical activity as they relate to the overall well-being of individuals.
SAFETY AND INJURY PREVENTION					
7-8.2.9	Describe ways to reduce or prevent injuries (e.g., water safety, the use of appropriate safety equipment, obeying laws and procedures, understanding basic first aid)	Students describe an extensive variety of ways to reduce or prevent injuries.	Students describe a variety of ways to reduce or prevent injuries.	Students describe some diverse ways to reduce or prevent injuries.	Students describe a limited variety of ways to reduce or prevent injuries.
7-8.2.10	Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death)	Students describe an extensive variety of personal risks associated with harmful chemicals and drugs.	Students describe a variety of personal risks associated with harmful chemicals and drugs.	Students describe some different personal risks associated with harmful chemicals and drugs.	Students describe a limited variety of personal risks associated with harmful chemicals and drugs.
Grades 9–12					
PERSONAL HEALTH & WELLNESS					
9-12.2.1	Assess healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention (e.g., active lifestyle vs. sedentary lifestyle, healthy diet vs. fad diets)	Students assess healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention in great detail.	Students assess healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention in detail.	Students assess healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention in some detail.	Students assess healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention in minimal detail.
9-12.2.2	Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)	Students almost always apply strategies for enhancing personal health.	Students consistently apply strategies for enhancing personal health.	Students sometimes apply strategies for enhancing personal health.	Students rarely apply strategies for enhancing personal health.
9-12.2.3	Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence)	Students explain an extensive variety of ways individuals can take responsibility for enhancing their own health.	Students explain a variety of ways individuals can take responsibility for enhancing their own health.	Students explain some different ways individuals can take responsibility for enhancing their own health.	Students explain a limited variety of ways individuals can take responsibility for enhancing their own health.

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
DISEASE AND ILLNESS				
9-12.2.4 Explain the importance of regular physical examinations (e.g., self-examination of breasts or testicles and physical examination by a physician) in detecting and treating diseases early	Students explain the importance of regular physical examinations in detecting and treating diseases early in great detail.	Students explain the importance of regular physical examinations in detecting and treating diseases early in detail.	Students explain the importance of regular physical examinations in detecting and treating diseases early in some detail.	Students explain importance of regular physical examinations in detecting and treating diseases early with minimal detail.
9-12.2.5 Describe how prevention and treatment of health problems are influenced by research and medical advances (e.g., recent improvements in the treatment of cancer, diabetes, and heart disease; advanced surgical techniques; HIV/AIDS).	Students describe how prevention and treatment of health problems are influenced by research and medical advances in great detail.	Students describe how prevention and treatment of health problems are influenced by research and medical advances in detail.	Students describe how prevention and treatment of health problems are influenced by research and medical advances in some detail.	Students describe how prevention and treatment of health problems are influenced by research and medical advances in minimal detail.
9-12.2.6 Describe the social and economic effects of disease on individuals, families, and communities (e.g., absenteeism from work and school, loss of income, epidemics of infectious disease)	Students provide a description that includes all the significant details of the social and economic effects of disease on individuals, families, and communities.	Students provide a description that includes most of the significant details of the social and economic effects of disease on individuals, families, and communities.	Students provide a description that includes some of the significant details of the social and economic effects of disease on individuals, families, and communities.	Students provide a description that includes very few of the significant details of the social and economic effects of disease on individuals, families, and communities.
SAFETY AND INJURY PREVENTION				
9-12.2.7 Describe strategies for enhancing health and safety at home, in the community, and in the workplace (e.g., making an emergency evacuation plan for the home, locating and using an Automated External Defibrillator in the community, identifying proper lifting techniques for heavy objects, CPR/first aid training)	Students describe an extensive variety of strategies for enhancing health and safety at home, in the community, and in the workplace.	Students describe a variety of strategies for enhancing health and safety at home, in the community, and in the workplace.	Students describe some different strategies for enhancing health and safety at home, in the community, and in the workplace.	Students describe a limited variety of strategies for enhancing health and safety at home, in the community, and in the workplace.

Standard 3:

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
EXTERNAL INFLUENCES ON HEALTH				
K.3.1 Identify ways in which to keep the environment clean and healthy (e.g., participate in Earth Day activities, avoid littering, become aware of the Reduce/Reuse/Recycle Program)	Students identify an extensive variety of ways to keep the environment clean and healthy.	Students identify a variety of ways to keep the environment clean and healthy.	Students identify some different ways to keep the environment clean and healthy.	Students identify a limited variety of ways to keep the environment clean and healthy.
Grade 1				
EXTERNAL INFLUENCES ON HEALTH				
1.3.1 Identify the roles of family and community in keeping the environment clean and healthy (e.g., participation in a community recycling project, adopt a highway, second hand smoke)	Students identify an extensive variety of roles of family and community in keeping the environment clean and healthy.	Students identify a variety of roles of family and community in keeping the environment clean and healthy.	Students identify some different roles of family and community in keeping the environment clean and healthy.	Students identify a limited variety of roles of family and community in keeping the environment clean and healthy.
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 variety of ways in which the family influences and supports personal health practices and behaviors.	Students identify some different 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.
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 variety of ways the media can influence health behaviors.	Students identify some different ways the media can influence health behaviors.	Students identify a limited variety of ways the media can influence health behaviors.
Grade 3				
EXTERNAL INFLUENCES ON HEALTH				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
3.3.1 Identify different types of healthful community activities (e.g., hobbies, clubs, reading, physical activities, volunteering)	Students identify an extensive variety of different kinds of healthful community activities.	Students identify a variety of healthful community activities.	Students identify some different kinds of healthful community activities.	Students identify very few different kinds of healthful community activities.
3.3.2 Explain the effects that peer pressure has on personal health (e.g., refusal skills)	Students explain in great detail the effects that peer pressure has on personal health.	Students explain in detail the effects that peer pressure has on personal health.	Students explain in some detail the effects that peer pressure has on personal health.	Students explain in minimal detail the effects that peer pressure has on personal health.
3.3.3 Describe non-violent strategies to deal with conflicts and disputes (e.g., talking out the issue, controlling emotions, seeking a mediator)	Students describe an extensive variety of non-violent strategies to deal with conflicts and disputes.	Students describe a variety of non-violent strategies to deal with conflicts and disputes.	Students describe some different non-violent strategies to deal with conflicts and disputes.	Students describe a limited variety of non-violent strategies to deal with conflicts and disputes.
HEALTH AND THE ENVIRONMENT				
3.3.4 Explain how people use natural resources (e.g., air, water, land)	Students explain how people use natural resources in great detail.	Students explain how people use natural resources in detail.	Students explain how people use natural resources in some detail.	Students explain how people use natural resources in minimal detail.
3.3.5 Identify how pollution can affect the body (e.g., respiratory diseases, water borne diseases, chemical runoff)	Students identify how pollution can affect the body in great detail.	Students identify the harmful effects of pollution in detail.	Students identify the harmful effects of pollution in some detail.	Students identify the harmful effects of pollution in minimal detail.
Grade 4				
EXTERNAL INFLUENCES ON HEALTH				
4.3.1 Explain how health careers (e.g., dietician, doctor, nurse) benefit an individual's community	Students explain how health careers benefit an individual's community in great detail.	Students explain how health careers benefit an individual's community in detail.	Students explain how health careers benefit an individual's community in some detail.	Students explain how health careers benefit an individual's community in minimal detail.

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
4.3.2 Explain the importance of health care workers and how they benefit an individual's community (e.g., EMTs-monitoring participants in sporting events and ambulance rescue, school nurse-vision and hearing screenings)	Students explain the importance of health care workers and how they benefit an individual's community in great detail.	Students explain the importance of health care workers and how they benefit an individual's community in detail.	Students explain the importance of health care workers and how they benefit an individual's community in some detail.	Students explain the importance of health care workers and how they benefit an individual's community in minimal detail.
4.3.3 Explain the purposes of advertisements and commercials (e.g., motivate the consumer, promote goods and services)	Students explain the purposes of advertisements and commercials in great detail.	Students explain the purposes of advertisements and commercials in detail.	Students explain the purposes of advertisements and commercials in some detail.	Students explain the purposes of advertisements and commercials in minimal detail.
4.3.4 Describe the different types of advertisements and commercials in the media (e.g., testimonials, bandwagon)	Students describe an extensive variety of types of advertisements and commercials in the media.	Students describe a variety of types of advertisements and commercials in the media.	Students describe some different types of advertisements and commercials in the media.	Students describe a limited variety of types of advertisements and commercials in the media.
4.3.5 Explain how a reduction in land, air, and water pollution can benefit our health (e.g., recycle, noise, plant trees)	Students explain in great detail how a reduction in land, air, and water pollution can benefit our health.	Students explain in detail how a reduction in land, air, and water pollution can benefit our health.	Students explain in some detail how a reduction in land, air, and water pollution can benefit our health.	Students explain in minimal detail how a reduction in land, air, and water pollution can benefit our health.
<p>HEALTH AND THE ENVIRONMENT <i>No benchmark expectations at this level.</i></p>				
<p>Grade 5</p>				
<p>EXTERNAL INFLUENCES ON HEALTH</p>				
5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices	Students identify an extensive variety of ways an individual's family, friends, and culture influence personal and community health practices.	Students identify a variety of ways an individual's family, friends, and culture influence personal and community health practices.	Students identify in some diverse ways an individual's family, friends, and culture influence personal and community health practices.	Students identify very few ways an individual's family, friends, and culture influence personal and community health practices.

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
5.3.2 Identify ways the media can influence an individual's thoughts, feelings, and health behaviors	Students identify an extensive variety of ways that the media can influence an individual's thoughts, feelings, and health behaviors.	Students identify a variety of ways that the media can influence an individual's thoughts, feelings, and health behaviors.	Students identify in some diverse ways that the media can influence an individual's thoughts, feelings, and health behaviors.	Students identify very few ways that the media can influence an individual's thoughts, feelings, and health behaviors.
5.3.3 Identify ways in which technology can influence personal health (e.g., health related web sites, blood pressure cuffs, pedometers)	Students identify an extensive variety of ways in which technology can influence personal health.	Students identify a variety of ways in which technology can influence personal health.	Students identify in some diverse ways in which technology can influence personal health.	Students identify very few ways in which technology can influence personal health.
HEALTH AND THE ENVIRONMENT				
5.3.4 Describe ways the environment affects personal health (e.g., the importance of clean air, water, and land; the relationship between the sun and skin cancer)	Students describe in great detail how the environment affects personal health.	Students describe in detail how the environment affects personal health.	Students describe in some detail how the environment affects personal health.	Students describe in minimal detail how the environment affects personal health.
Grade 6				
EXTERNAL INFLUENCES ON HEALTH				
6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)	Students describe an extensive variety of ways in which external factors affect health in positive and negative ways.	Students describe a variety of ways in which external factors affect health in positive and negative ways.	Students describe some diverse ways in which external factors affect health in positive and negative ways.	Students describe very few ways in which external factors affect health in positive and negative ways.
HEALTH AND THE ENVIRONMENT				
6.3.2 Explain how the environment can affect personal health (e.g., second-hand smoke, available health care)	Students provide an insightful explanation of how the environment can affect personal health.	Students provide a relevant explanation of how the environment can affect personal health.	Students provide an obvious explanation of how the environment can affect personal health.	Students provide a superficial explanation of how the environment can affect personal health.
Grades 7–8				
EXTERNAL INFLUENCES ON HEALTH				

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

Benchmark Expectations		PROFICIENCY DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
7-8.3.1	Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)	Students analyze in great detail how external factors affect physical, mental, and social health in positive and negative ways.	Students analyze in detail how external factors affect physical, mental, and social health in positive and negative ways.	Students analyze in some detail how external factors affect physical, mental, and social health in positive and negative ways.	Students analyze in minimal detail how external factors affect physical, mental, and social health in positive and negative ways.
HEALTH AND THE ENVIRONMENT					
7-8.3.2	Identify ways that physical environment (e.g., natural and man-made disasters, pollutants) influences the health of individuals	Students identify an extensive variety of ways the physical environment influences the health of individuals.	Students identify a variety of ways the physical environment influences the health of individuals.	Students identify some different ways the physical environment influences the health of individuals.	Students identify a limited variety of ways the physical environment influences the health of individuals.
Grades 9–12					
EXTERNAL INFLUENCES ON HEALTH					
9-12.3.1	Identify how the community can influence the health of individuals (e.g., health information offered through community organizations, volunteer work at hospitals, community food banks)	Students identify an extensive variety of ways that the community can influence the health of individuals.	Students identify a variety of ways that the community can influence the health of individuals.	Students identify some different ways that the community can influence the health of individuals.	Students identify a limited variety of ways that the community can influence the health of individuals.
9-12.3.2	Describe how cultural diversity enriches and challenges health behaviors (e.g., cultural differences related to health care and the treatment of disease, various food sources of nutrients available in different cultural and ethnic cuisines)	Students describe how cultural diversity enriches and challenges health behaviors in great detail.	Students describe how cultural diversity enriches and challenges health behaviors in detail.	Students describe how cultural diversity enriches and challenges health behaviors in some detail.	Students describe how cultural diversity enriches and challenges health behaviors in minimal detail.
9-12.3.3	Explain how public health policies and government regulations (e.g., food and drug labeling, safe food handling and production regulations, community immunization programs, regulations regarding waste disposal) influence health	Students provide an explanation that includes all of the significant details of how public health policies and government regulations influence health.	Students provide an explanation that includes most of the significant details of how public health policies and government regulations influence health.	Students provide an explanation that includes some of the significant details of how public health policies and government regulations influence health.	Students provide an explanation that includes very few of the significant details of how public health policies and government regulations influence health.
HEALTH AND THE ENVIRONMENT					

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

Benchmark Expectations		PROFICIENCY DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9-12.3.4	Evaluate how a physical environment influences the health of individuals and the community (e.g., the application of pesticides and herbicides on agricultural products; environmental issues that affect the water supply and nutritional quality of food)	Students provide an evaluation of how a physical environment influences the health of individuals and the community in great detail.	Students provide an evaluation of how a physical environment influences the health of individuals and the community in detail.	Students provide an evaluation of how a physical environment influences the health of individuals and the community in some detail.	Students provide an evaluation of how a physical environment influences the health of individuals and the community in minimal detail.

Standard 4:

Standard 4: Students demonstrate the ability to use communication skills to enhance health.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
INTERPERSONAL COMMUNICATION				
K.4.1 Identify healthy ways to express needs, wants, feelings, and emotions (e.g., discuss how you are a special person, listen, take turns, happy-laugh, happy-cry, sad-cry)	Students identify an extensive variety of healthy ways to express needs, wants, feelings, and emotions.	Students identify a variety of healthy ways to express needs, wants, feelings, and emotions.	Students identify some different healthy ways to express needs, wants, feelings, and emotions.	Students identify a limited variety of healthy ways to express needs, wants, feelings, and emotions.
CONFLICT RESOLUTION				
K.4.2 Identify ways to seek help when feeling threatened (e.g., strangers-yell and seek help from trusted adult, bullies/cliques/gangs-see help from a trusted adult)	Students identify ways to seek help when feeling threatened with few if any errors.	Students identify ways to seek help when feeling threatened with no significant errors.	Students identify ways to seek help when feeling threatened with a few significant errors.	Students identify ways to seek help when feeling threatened with many significant errors.
Grade 1				
INTERPERSONAL COMMUNICATION				
1.4.1 Describe healthy ways to share feelings and emotions (e.g., happy-laughing, happy-crying, happy-smiling, sad-quiet, sad-crying, sad-mad)	Students describe an extensive variety of healthy ways to share feelings and emotions.	Students describe a variety of healthy ways to share feelings and emotions.	Students describe some different healthy ways to share feelings and emotions.	Students describe a limited variety of healthy ways to share feelings and emotions.
1.4.2 Describe characteristics (e.g., being helpful to a family in need, showing good sportsmanship) needed to be a responsible friend and family member	Students describe in great detail characteristics needed to be a responsible friend and family member.	Students describe in detail characteristics needed to be a responsible friend and family member.	Students describe in some detail characteristics needed to be a responsible friend and family member.	Students describe in minimal detail, characteristics needed to be a responsible friend and family member.
CONFLICT RESOLUTION				
1.4.3 Identify ways to avoid threatening situations (e.g., avoid certain places, don't go alone, walk away)	Students identify an extensive variety of ways to avoid threatening situations.	Students identify a variety of ways to avoid threatening situations.	Students identify some different ways to avoid threatening situations.	Students identify a limited variety of ways to avoid threatening situations.
Grade 2				
INTERPERSONAL COMMUNICATION				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
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 no 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 a few 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 variety of positive ways to get along with others.	Students identify some different positive ways to get along with others.	Students identify a limited 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 variety of ways in which people communicate without speaking.	Students describe some different ways in which people communicate without speaking.	Students describe a limited variety of ways in which people communicate without speaking.
CONFLICT RESOLUTION				
2.4.4 Demonstrate refusal skills (e.g., when to say no, when to walk away) that enhance health	Students demonstrate with ease refusal skills that enhance health.	Students demonstrate with minimal difficulty refusal skills that enhance health.	Students demonstrate with difficulty refusal skills that enhance health.	Students demonstrate with great difficulty refusal skills that enhance health.
Grade 3				
INTERPERSONAL COMMUNICATION				
3.4.1 Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust)	Students identify an extensive variety of ways to communicate care, consideration, and respect of self and others.	Students identify a variety of ways to communicate care, consideration, and respect of self and others.	Students identify some different ways to communicate care, consideration, and respect of self and others.	Students identify a limited variety of ways to communicate care, consideration, and respect of self and others.
CONFLICT RESOLUTION				
3.4.2 Explain when to communicate with responsible adults about health and safety decisions (e.g., stranger danger, good touch, bad touch, internet)	Students explain when to communicate with responsible adults about health and safety decisions in great detail.	Students explain when to communicate with responsible adults about health and safety decisions in detail.	Students explain when to communicate with responsible adults about health and safety decisions in some detail.	Students explain when to communicate with responsible adults about health and safety decisions in minimal detail.
Grade 4				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>INTERPERSONAL COMMUNICATION</p> <p>4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)</p> <p>CONFLICT RESOLUTION</p> <p>4.4.2 Identify and use effective strategies for resolving conflicts (e.g., negotiation and compromise)</p>	<p>Students use appropriate communication skills with no errors.</p> <p>Students identify and use effective strategies for resolving conflicts with ease.</p>	<p>Students use appropriate communication skills with no significant errors.</p> <p>Students identify and use effective strategies for resolving conflicts with minimal difficulty.</p>	<p>Students use appropriate communication skills with few significant errors.</p> <p>Students identify and use effective strategies for resolving conflicts with difficulty.</p>	<p>Students use appropriate communication skills with many significant errors.</p> <p>Students identify and use effective strategies for resolving conflicts with great difficulty.</p>
Grade 5				
<p>INTERPERSONAL COMMUNICATION</p> <p>5.4.1 Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language)</p> <p>CONFLICT RESOLUTION</p> <p>5.4.2 Describe refusal skills to avoid or reduce health risks (e.g., drugs, tobacco, alcohol, peer pressure)</p> <p>5.4.3 Demonstrate the basic conflict resolution skills. (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)</p>	<p>Students explain how to develop relationships with family and friends using appropriate communication skills in great detail.</p> <p>Students describe in great detail refusal skills to avoid or reduce health risks.</p> <p>Students demonstrate basic conflict resolution skills with no errors.</p>	<p>Students explain how to develop relationships with family and friends using appropriate communication skills in detail.</p> <p>Students describe in detail refusal skills to avoid or reduce health risks.</p> <p>Students demonstrate basic conflict resolution skills with no significant errors.</p>	<p>Students explain how to develop relationships with family and friends using appropriate communication skills in some detail.</p> <p>Students describe in some detail refusal skills to avoid or reduce health risks.</p> <p>Students demonstrate basic conflict resolution skills with a few significant errors.</p>	<p>Students explain how to develop relationships with family and friends using appropriate communication skills in minimal detail.</p> <p>Students describe in minimal detail refusal skills to avoid or reduce health risks.</p> <p>Students demonstrate basic conflict resolution skills with many significant errors.</p>
Grade 6				
INTERPERSONAL COMMUNICATION				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>6.4.1 Describe social skills for building and maintaining positive relationships at school, work and home (e.g., positive communication, cooperation, respect)</p> <p>CONFLICT RESOLUTION</p>	<p>Students describe in great detail social skills for building and maintaining positive relationships at school, work, and home.</p>	<p>Students describe in detail social skills for building and maintaining positive relationships at school, work, and home.</p>	<p>Students describe in some detail social skills for building and maintaining positive relationships at school, work, and home.</p>	<p>Students describe with minimal detail the skills for building and maintaining positive relationships at school, work, and home.</p>
<p>6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure</p>	<p>Students identify strategies for coping with peer pressure with no errors.</p>	<p>Students identify strategies for coping with peer pressure with no significant errors.</p>	<p>Students identify strategies for coping with peer pressure with few significant errors.</p>	<p>Students identify strategies for coping with peer pressure with many significant errors.</p>
<p>6.4.3 Identify conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities</p>	<p>Students identify an extensive variety of conflicts in schools, families, and communities.</p>	<p>Students identify a variety of conflicts in schools, families, and communities.</p>	<p>Students identify some different conflicts in schools, families, and communities.</p>	<p>Students identify a limited variety of conflicts in schools, families, and communities.</p>
Grades 7–8				
INTERPERSONAL COMMUNICATION				
<p>7-8.4.1 Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors)</p>	<p>Students describe in great detail effective verbal and nonverbal communication skills to enhance health.</p>	<p>Students describe in detail effective verbal and nonverbal communication skills to enhance health.</p>	<p>Students describe in some detail effective verbal and nonverbal communication skills to enhance health.</p>	<p>Students describe in minimal detail effective verbal and nonverbal communication skills to enhance health.</p>
<p>7-8.4.2 Demonstrate strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure</p>	<p>Students demonstrate strategies for coping with peer pressure with ease.</p>	<p>Students demonstrate strategies for coping with peer pressure with minimal difficulty.</p>	<p>Students demonstrate strategies for coping with peer pressure with difficulty.</p>	<p>Students demonstrate strategies for coping with peer pressure with great difficulty.</p>
<p>7-8.4.3 Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and specific strategies to prevent conflict in such situations</p>	<p>Students describe in great detail causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.</p>	<p>Students describe in detail causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.</p>	<p>Students describe in some detail causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.</p>	<p>Students describe in minimal detail causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.</p>
CONFLICT RESOLUTION				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<i>No benchmark expectations at this level.</i>				
Grades 9–12				
INTERPERSONAL COMMUNICATION				
9-12.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health	Students always demonstrate effective verbal and nonverbal communication skills to enhance health.	Students consistently demonstrate effective verbal and nonverbal communication skills to enhance health.	Students sometimes demonstrate effective verbal and nonverbal communication skills to enhance health.	Students rarely demonstrate effective verbal and nonverbal communication skills to enhance health.
CONFLICT RESOLUTION				
9-12.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks	Students always demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	Students consistently demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	Students sometimes demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	Students rarely demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
9-12.4.3 Explain why a particular strategy (e.g., role-play/group situations) is appropriate for a given situation (e.g., preventing, managing, or resolving interpersonal conflicts)	Students provide an explanation of why a particular strategy is appropriate for a given situation in great detail.	Students provide an explanation of why a particular strategy is appropriate for a given situation in detail.	Students provide an explanation of why a particular strategy is appropriate for a given situation in some detail.	Students provide an explanation of why a particular strategy is appropriate for a given situation in minimal detail.

Standard 5:

Standard 5: Students demonstrate the ability to use decision-making and goal-setting skills to enhance health.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
GOAL-SETTING				
K.5.1 Describe a short term personal goal (e.g., nutritious choices, physical activity time per day)	Students describe a short term personal health goal in great detail.	Students describe a short term personal health goal in detail.	Students describe a short term personal health goal in some detail.	Students describe a short term personal health goal in minimal detail.
ASSISTANCE WITH DECISIONS AND GOALS				
K.5.2 Identify when to ask for help when making health related decisions (e.g., universal precaution procedures, bumps, bruises, falls)	Students identify with ease when to ask for help when making health related decisions.	Students identify with minimal difficulty when to ask for help when making health related decisions.	Students identify with difficulty when to ask for help when making health related decisions.	Students identify with great difficulty when to ask for help when making health related decisions.
Grade 1				
GOAL-SETTING				
1.5.1 Set a short-term personal health goal (e.g., exercising daily, watching less television, eating healthy foods) and describe a plan to achieve it	Students set short-term personal health goals and describe a plan to achieve them in great detail.	Students set short-term personal health goals and describe a plan to achieve them in detail.	Students set short-term personal health goals and describe a plan to achieve them in some detail.	Students set short-term personal health goals and describe a plan to achieve them in minimal detail.
ASSISTANCE WITH DECISIONS AND GOALS				
1.5.2 Describe situations that require assistance in making health and safety-related decisions (e.g., going to school personnel in dealing with a school bully)	Students describe situations to seek help with health and safety decisions in great detail.	Students describe situations to seek help with health and safety decisions in detail.	Students describe situations to seek help with health and safety decisions in some detail.	Students describe situations to seek help with health and safety decisions in minimal detail.
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 ease.	Students describe the steps of goal setting with minimal difficulty.	Students describe the steps of goal setting with difficulty.	Students describe the steps of goal setting with great difficulty.

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>ASSISTANCE WITH DECISIONS AND GOALS</p> <p>2.5.2 Describe situations that require assistance for making health-related decisions (e.g., peer pressure, bullied, injured, approached by a stranger)</p>	Students describe an extensive variety of situations that require assistance when making health-related decisions.	Students describe a variety of situations that require assistance for making health-related decisions.	Students describe some different situations that require assistance for making health-related decisions.	Students describe limited situations that require assistance for making health-related decisions.
Grade 3				
<p>GOAL-SETTING</p> <p>3.5.1 Describe how to use goal setting to enhance personal health (e.g., increasing activity, making healthy food choices, improving endurance, flexibility, and strength)</p>	Students describe how to use goal setting to enhance personal health in great detail.	Students describe how to use goal setting to enhance personal health in detail.	Students describe how to use goal setting to enhance personal health in some detail.	Students describe how to use goal setting to enhance personal health in minimal detail.
<p>DECISION-MAKING</p> <p><i>No benchmark expectations at this level.</i></p>				
Grade 4				
<p>GOAL-SETTING</p> <p>4.5.1 Develop a long term plan to achieve a personal health goal (e.g., eating the proper servings from each group in the food pyramid)</p>	Students develop a long term plan to achieve a personal health goal in great detail.	Students develop a long term plan to achieve a personal health goal in detail.	Students develop a long term plan to achieve a personal health goal in some detail.	Students develop a long term plan to achieve a personal health goal in minimal detail.
<p>DECISION-MAKING</p> <p>4.5.2 Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.</p>	Students use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships with ease.	Students use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships with minimal difficulty.	Students use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships with difficulty.	Students use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships with great difficulty.
Grade 5				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
GOAL-SETTING 5.5.1 Develop and implement short term and long term personal goals that enhance health (e.g., nutrition journal, fitness plan)	Students develop and implement substantive short term and long term personal goals that enhance health.	Students develop and implement relevant short term and long term personal goals that enhance health.	Students develop and implement obvious short term and long term personal goals that enhance health.	Students develop and implement irrelevant short term and long term personal goals that enhance health.
DECISION-MAKING 5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)	Students describe risky situations that require adult assistance in great detail.	Students describe risky situations that require adult assistance in detail.	Students describe risky situations that require adult assistance in some detail.	Students describe risky situations that require adult assistance in minimal detail.
Grade 6				
GOAL-SETTING 6.5.1 Develop goals to sustain or improve personal health practices	Students develop innovative goals to sustain or improve personal health practices.	Students develop reasonable goals to sustain or improve personal health practices.	Students develop typical goals to sustain or improve personal health practices.	Students develop superficial goals to sustain or improve personal health practices.
DECISION-MAKING 6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others	Students describe the consequences of decisions regarding health behaviors for oneself and others in great detail.	Students describe the consequences of decisions regarding health behaviors for oneself and others in detail.	Students describe the consequences of decisions regarding health behaviors for oneself and others in some detail.	Students describe the consequences of decisions regarding health behaviors for oneself and others in minimal detail.
Grades 7–8				
GOAL-SETTING 7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)	Students identify an extensive variety of ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.	Students identify a variety of ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.	Students identify some different ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.	Students identify limited variety of ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.
DECISION-MAKING				

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

Benchmark Expectations		PROFICIENCY DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
7-8.5.2	Identify the steps (e.g., clarify, consider, choose) of the decision-making process (e.g., going to a game or doing your homework)	Students identify the steps of the decision-making process with no errors.	Students identify the steps of the decision-making process with no significant errors.	Students identify the steps of the decision-making process with a few significant errors.	Students identify the steps of the decision-making process with many significant errors.
Grades 9–12					
GOAL-SETTING					
9-12.5.1	Develop a life-long plan to sustain personal health (e.g., remaining drug-free, maintaining safe levels of cholesterol and blood pressure)	Students develop a life-long plan that includes all of the significant details to sustain personal health.	Students develop a life-long plan that includes most of the significant details to sustain personal health.	Students develop a life-long plan that includes some of the significant details to sustain personal health.	Students develop a life-long plan that includes very few of the significant details to sustain personal health.
9-12.5.2	Assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal	Students assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal with great detail.	Students assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal with significant detail.	Students assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal with some detail.	Students assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal with minimal detail.
DECISION-MAKING					
9-12.5.3	Apply the decision-making process (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome) as it relates to a healthy lifestyle	Students always apply the decision making process as it relates to a healthy lifestyle.	Students consistently apply the decision making process as it relates to a healthy lifestyle.	Students sometimes apply the decision making process as it relates to a healthy lifestyle.	Students rarely apply the decision making process as it relates to a healthy lifestyle.
9-12.5.4	Identify situations (e.g., fluoridated water in a community, television ratings in the home, natural disasters) that require individuals to work together in a collaborative decision-making process	Students identify with no errors situations that require individuals to work together in a collaborative decision-making process.	Students identify with no significant errors many situations that require individuals to work together in a collaborative decision-making process.	Students identify with a few significant errors some situations that require individuals to work together in a collaborative decision-making process.	Students identify with many significant errors a few situations that require individuals to work together in a collaborative decision-making process.
9-12.5.5	Compare the short and long term impacts of alternative choices (e.g., pop vs. water, smoking vs. non-smoking, seatbelt vs. not wearing a seatbelt, abstinence vs. sexual activity) in health-related situations	Students compare the short and long term impacts of alternative choices in health related situations with great detail.	Students compare the short and long term impacts of alternative choices in health related situations with sufficient detail.	Students compare the short and long term impacts of alternative choices in health related situations with adequate detail.	Students compare the short and long term impacts of alternative choices in health related situations with minimal detail.

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

Benchmark Expectations		PROFICIENCY DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9-12.5.6	Explain consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs (e.g., adverse consequences for individuals, families, and the community)	Students provide an insightful explanation of consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs.	Students provide a relevant explanation of consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs.	Students provide an obvious explanation of consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs.	Students provide an irrelevant explanation of consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs.

Standard 6:

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES K.6.1 Identify the basic tasks of community health service providers (e.g., doctors, nurses, firefighters, police)	Students identify an extensive variety of basic tasks related to community health service providers.	Students identify a variety of basic tasks related to community health service providers.	Students identify some different basic tasks related to community health service providers.	Students identify a limited variety of basic tasks related to community health service providers.
Grade 1				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES 1.6.1 Explain from whom (e.g., doctors, nurses, firefighters, police, school counselors, school nurses) and where (e.g., nurse's office, counselor's office, fire station) to seek assistance from local school and community health service providers	Students explain in great detail from whom and where to seek assistance at school and in the community.	Students explain in detail from whom and where to seek assistance at school and in the community.	Students explain in some detail from whom and where to seek assistance at school and in the community.	Students explain in minimal detail from whom and where to seek assistance at school and in the community.
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 variety of resources from home, school, and community that provide valid health information.	Students identify some different 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.
Grade 3				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
3.6.1 Explain how to use resources from home, school, and community that provide valid health information (e.g., making an appointment with the school counselor, providing pertinent information to health care workers)	Students explain how to use resources from home, school, and community that provide valid health information in great detail.	Students explain how to use resources from home, school, and community that provide valid health information in detail.	Students explain how to use resources from home, school, and community that provide valid health information in some detail.	Students explain how to use resources from home, school, and community that provide valid health information in minimal detail.
3.6.2 Identify ways to manage money and differentiate between needs and wants in health related decisions (e.g., fruit/candy, water/soda, roller blades/motorized scooter)	Students identify ways to manage money and differentiate between needs and wants in great detail.	Students identify ways to manage money and differentiate between needs and wants in detail.	Students identify ways to manage money and differentiate between needs and wants in some detail.	Students identify ways to manage money and differentiate between needs and wants with minimal detail.
Grade 4				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
4.6.1 Describe the characteristics of valid health information, products, and services (e.g., food pyramid, USDA, FDA, nutrition labels, CDC)	Students describe the characteristics of valid health information, products, and services in great detail.	Students describe the characteristics of valid health information, products, and services in detail.	Students describe the characteristics of valid health information, products, and services in some detail.	Students describe the characteristics of valid health information, products, and services in minimal detail.
4.6.2 Describe ways to budget time and money to make health related decisions (e.g., recreation centers/movie, swimming/television)	Students describe an extensive variety of ways to budget time and money.	Students describe a variety of ways to budget time and money.	Students describe some different ways to budget time and money.	Students describe a limited variety of ways to budget time and money.
Grade 5				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
5.6.1 Describe the factors (e.g., commercials, peers, media) that can influence choices about health care products and services	Students describe the factors that can influence choices about health care products and services in great detail.	Students describe the factors that can influence choices about health care products and services in detail.	Students describe the factors that can influence choices about health care products and services in some detail.	Students describe the factors that can influence choices about health care products and services in minimal detail.

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
5.6.2 Describe how to budget time and money for work and leisure activities (e.g., prioritization, work/play)	Students identify how to budget time and money for work and leisure activities with ease.	Students identify how to budget time and money for work and leisure activities with minimal difficulty.	Students identify how to budget time and money for work and leisure activities with some difficulty.	Students identify how to budget time and money for work and leisure activities with difficulty.
Grade 6				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
6.6.1 Identify situations that require professional health services (e.g., depression, eating disorders, drug or alcohol usage)	Students identify an extensive variety of situations that require professional health services.	Students identify a variety of situations that require professional health services.	Students identify some different situations that require professional health services.	Students identify a limited variety of situations that require professional health services.
6.6.2 Develop a plan to prioritize time and money for work and leisure activities	Students develop a creative plan to prioritize time and money for work and leisure activities.	Students develop a reasonable plan to prioritize time and money for work and leisure activities.	Students develop a typical plan to prioritize time and money for work and leisure activities.	Students develop an unreasonable plan to prioritize time and money for work and leisure activities.
Grades 7–8				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
7-8.6.1 Explain how to use community resources and services (e.g., phone book, hotlines, clinics/hospitals, local clergy, school counselor, trusted adults) that provide valid health information	Students explain in great detail how to use community resources and services that provide valid health information.	Students explain in detail how to use community resources and services that provide valid health information.	Students explain in some detail how to use community resources and services that provide valid health information.	Students explain in minimal detail how to use community resources and services that provide valid health information.
SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
7-8.6.2 Analyze the validity of common health information, products, and services (e.g., brand-name versus generic medicine, health fads, weight loss fads, tanning booths)	Students analyze the validity of common health information, products, and services in great detail.	Students analyze the validity of common health information, products, and services in detail.	Students analyze the validity of common health information, products, and services in some detail.	Students analyze the validity of common health information, products, and services in minimal detail.
Grades 9–12				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
9-12.6.1 Describe situations (e.g., diabetes, chronic depression, prenatal and postnatal care, alcohol or drug-related problems, child abuse) that require professional health services in the areas of prevention, treatment, and rehabilitation	Students describe an extensive variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation.	Students describe a variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation.	Students describe some different situations that require professional health services in the areas of prevention, treatment, and rehabilitation.	Students describe a limited variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation.
9-12.6.2 Describe resources (e.g., reputable internet sites such as Centers for Disease Control, Attorney General, and National Institute of Health, Chamber of Commerce, or public health organizations) to access valid and reliable health information, products, and services both in and outside of the community	Students describe an extensive variety of resources to access valid and reliable health information, products, and services both in and outside the community.	Students describe a variety of resources to access valid and reliable health information, products, and services both in and outside the community.	Students describe some different resources to access valid and reliable health information, products, and services both in and outside the community.	Students describe a limited variety of resources to access valid and reliable health information, products, and services both in and outside the community.
9-12.6.3 Describe one's financial responsibility for health care services (e.g., health insurance coverage, deductibles, premiums, care options)	Students describe in great detail one's financial responsibility for health care services.	Students describe in detail one's financial responsibility for health care services.	Students describe in some detail one's financial responsibility for health care services.	Students describe in minimal detail one's financial responsibility for health care services.
SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
9-12.6.4 Identify local, state, federal, and private agencies (e.g., Food and Drug Administration [FDA], Environmental Protection Agency [EPA], United States Department of Agriculture [USDA], North Dakota Department of Health, North Dakota Attorney General's Office, and County Health) that protect and inform consumers	Students identify an extensive variety of local, state, federal, and private agencies that protect and inform consumers.	Students identify a variety of local, state, federal, and private agencies that protect and inform consumers.	Students identify some different local, state, federal, and private agencies that protect and inform consumers.	Students identify a limited variety of local, state, federal, and private agencies that protect and inform consumers.

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

Benchmark Expectations		PROFICIENCY DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9-12.6.5	Determine criteria (e.g., costs and benefits, consumer guide, advice from health professionals, the media) to evaluate health information, products, and services (e.g., research using medical journals, consumer health sources, research institutes)	Students determine criteria to evaluate health information, products, and services with no errors.	Students determine criteria to evaluate health information, products, and services with no significant errors.	Students determine criteria to evaluate health information, products, and services with a few significant errors.	Students determine criteria to evaluate health information, products, and services with many significant errors.
9-12.6.6	Evaluate resources, products, and services based on appropriate criteria (e.g., costs and benefits, consumer guide, advice from health professionals, the media)	Students evaluate resources, products, and services based on appropriate criteria with all significant details.	Students evaluate resources, products, and services based on appropriate criteria with most significant details.	Students evaluate resources, products, and services based on appropriate criteria with some significant details.	Students evaluate resources, products, and services based on appropriate criteria with very few significant details.

Standard 7:

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
ADVOCATING FOR HEALTH K.7.1 Identify positive health choices (e.g., eat fruits and vegetables, exercise with friends, use medicine safely)	Students identify a variety of positive health choices in extensive detail.	Students identify a variety of positive health choices in detail.	Students identify a variety of positive health choices in some detail.	Students identify a variety of positive health choices in minimal detail.
Grade 1				
ADVOCATING FOR HEALTH 1.7.1 Identify ways to encourage peers in making positive healthy choices (e.g., food choices, safety practices, saying no to harmful substances)	Students identify an extensive variety of ways to encourage peers in making positive healthy choices.	Students identify a variety of ways to encourage peers in making positive healthy choices.	Students identify some different ways to encourage peers in making positive healthy choices.	Students identify very few ways to encourage peers in making positive healthy choices.
Grade 2				
ADVOCATING FOR HEALTH 2.7.1 Demonstrate the ability 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 always demonstrate the ability to support others in making positive health choices.	Students consistently demonstrate the ability to support others in making positive health choices.	Students sometimes demonstrate the ability to support others in making positive health choices.	Students rarely demonstrate the ability to support others in making positive health choices.
Grade 3				
ADVOCATING FOR HEALTH 3.7.1 Identify ways to promote good health (e.g., positive role model, having a positive attitude about health)	Students list an extensive variety of ways to promote good health.	Students list a variety of ways to promote good health.	Students list some different ways to promote good health.	Students list a limited variety of ways to promote good health.
Grade 4				
ADVOCATING FOR HEALTH				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)	Students explain the importance of being a health advocate in great detail.	Students explain the importance of being a health advocate in detail.	Students explain the importance of being a health advocate in some detail.	Students explain the importance of being a health advocate in minimal detail.
Grade 5				
ADVOCATING FOR HEALTH				
5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)	Students describe methods for assisting others in making positive health choices in great detail.	Students describe methods for assisting others in making positive health choices in detail.	Students describe methods for assisting others in making positive health choices in some detail.	Students describe methods for assisting others in making positive health choices in minimal detail.
5.7.2 Identify people and groups who advocate for health (e.g., health and physical education teachers, police officers, nurses, American Cancer Society, local community organizations)	Students identify an extensive variety of people and groups who advocate for health.	Students identify a variety of people and groups who advocate for health.	Students identify some different people and groups who advocate for health.	Students identify a limited variety of people and groups who advocate for health.
COMMUNICATING HEALTH INFORMATION				
5.7.3 Identify ways to convey accurate health information and ideas to individuals and groups (e.g., setting an example as a role-model, health fairs, posters, school and community presenters)	Students identify an extensive variety of ways to convey accurate health information and ideas to individuals and groups.	Students identify a variety of ways to convey accurate health information and ideas to individuals and groups.	Students identify some diverse ways to convey accurate health information and ideas to individuals and groups.	Students identify very few ways to convey accurate health information and ideas to individuals and groups.
Grade 6				
ADVOCATING FOR HEALTH				
6.7.1 Identify strategies (e.g., compromise, active listening, knowledge of facts and myths, assertiveness) to influence and support others in making positive health choices	Students identify an extensive variety of strategies to influence and support others in making positive health choices.	Students identify a variety of strategies to influence and support others in making positive health choices.	Students identify some diverse strategies to influence and support others in making positive health choices.	Students identify a limited variety of strategies to influence and support others in making positive health choices.
COMMUNICATING HEALTH INFORMATION				

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

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
6.7.2 Describe ways to convey (e.g., power point presentation, group projects, posters) health information and ideas to individuals and groups.	Students describe an extensive variety of ways to convey health information and ideas to individuals and groups.	Students describe a variety of ways to convey health information and ideas to individuals and groups.	Students describe some different ways to convey health information and ideas to individuals and groups.	Students describe a limited variety of ways to convey health information and ideas to individuals and groups.
Grades 7–8				
ADVOCATING FOR HEALTH				
7-8.7.1 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities	Students describe in extensive detail strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.	Students describe in detail strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.	Students describe in some detail strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.	Students describe in minimal detail strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.
COMMUNICATING HEALTH INFORMATION				
7-8.7.2 Identify myths and facts related to health issues (e.g., pregnancy, HIV transmission, drug use)	Students identify the myths and facts related to health issues with no errors.	Students identify the myths and facts related to health issues with no significant errors.	Students identify the myths and facts related to health issues with a few significant errors.	Students identify the myths and facts related to health issues with many significant errors.
Grades 9–12				
ADVOCATING FOR HEALTH				
9-12.7.1 Explain how an individual can improve or sustain community health initiatives and or services (e.g., exercising voting privileges on health-related matters; assisting in the development of health policies or laws; evaluating community health services and presenting concerns to legislators)	Students provide an insightful explanation of how an individual can improve or sustain community health initiatives and or services.	Students provide a reasonable explanation of how an individual can improve or sustain community health initiatives and or services.	Students provide an obvious explanation of how an individual can improve or sustain community health initiatives and or services.	Students provide an unreasonable explanation of how an individual can improve or sustain community health initiatives and or services.
9-12.7.2 Develop strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects)	Students develop innovative strategies to influence and support others in making positive health choices.	Students develop reasonable strategies to influence and support others in making positive health choices.	Students develop obvious strategies to influence and support others in making positive health choices.	Students develop unreasonable strategies to influence and support others in making positive health choices.

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Benchmark Expectations		PROFICIENCY DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9-12.7.3	Apply strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects)	Students almost always apply strategies to influence and support others in making positive health choices.	Students consistently apply strategies to influence and support others in making positive health choices.	Students sometimes apply strategies to influence and support others in making positive health choices.	Students rarely apply strategies to influence and support others in making positive health choices.
COMMUNICATING HEALTH INFORMATION					
9-12.7.4	Apply strategies (e.g., utilizing peer and societal norms, data, surveys) to express information and opinions about health issues	Students apply an extensive variety of strategies to express information and opinions about health issues.	Students apply a variety of strategies to express information and opinions about health issues.	Students apply some different strategies to express information and opinions about health issues.	Students apply a limited variety of strategies to express information and opinions about health issues.
9-12.7.5	Apply strategies for adapting health messages and techniques to a specific target audience (e.g., translating information from a health text to language appropriate for peer education)	Students apply strategies with ease for adapting health messages and techniques to a specific target audience.	Students apply strategies with minimal difficulty for adapting health messages and techniques to a specific target audience.	Students apply strategies with difficulty for adapting health messages and techniques to a specific target audience.	Students apply strategies with great difficulty for adapting health messages and techniques to a specific target audience.
9-12.7.6	Evaluate the effectiveness of a communication method (e.g., public service announcements, television or magazine advertisements, web sites) used to deliver health information	Students evaluate the effectiveness of a communication method used to deliver health information with great detail.	Students evaluate the effectiveness of a communication method used to deliver health information in detail.	Students evaluate the effectiveness of a communication method used to deliver health information with some detail.	Students evaluate the effectiveness of a communication method used to deliver health information in minimal detail.