

North Dakota Health Content and Achievement Standards

Grades K–12

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

Standard 1: Students understand the fundamental concepts of growth and development.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
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 physical changes that occur from infancy through adulthood with substantial detail.	Students describe physical changes that occur from infancy through adulthood with sufficient detail.	Students describe physical changes that occur from infancy through adulthood with sketchy detail.	Students describe physical changes that occur from infancy through adulthood with little or no detail.
BODY SYSTEMS				
K.1.2 Locate basic parts of the human body (e.g., heart, lungs, muscles, eyes, ears)	Students locate basic parts of the human body with few, if any, errors.	Students locate basic parts of the human body with no significant errors.	Students locate basic parts of the human body with limited significant errors.	Students locate basic parts of the human body with many significant errors.
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 with substantial detail.	Students compare the diverse patterns of growth and development with sufficient detail.	Students compare the diverse patterns of growth and development with sketchy detail.	Students compare the diverse patterns of growth and development with little or no detail.
BODY SYSTEMS				
1.1.2 Explain how to care for the major body parts (e.g., heart, lung, muscles, eyes, and ears)	Students explain how to care for the major body parts with substantial detail.	Students explain how to care for the major body parts with sufficient detail.	Students explain how to care for the major body parts with sketchy detail.	Students explain how to care for the major body parts with little or no detail.
Grade 2				
HUMAN GROWTH AND DEVELOPMENT				
2.1.1 Explain how responsibilities change as we grow older (e.g., tasks require more skill, strength, knowledge)	Students explain how responsibilities change as we grow older with substantial detail.	Students explain how responsibilities change as we grow older with sufficient detail.	Students explain how responsibilities change as we grow older with sketchy detail.	Students explain how responsibilities change as we grow older with little or no detail.

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BODY SYSTEMS 2.1.2 Explain the basic functions of the major parts of the body (e.g., heart, lungs, muscles, ears, eyes)	Students explain the basic functions of the major parts of the body with few, if any, errors.	Students explain the basic functions of the major parts of the body with no significant errors.	Students explain the basic functions of the major parts of the body with limited significant errors.	Students explain the basic functions of the major parts of the body with many significant errors.
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 few, if any, errors.	Students identify the stages of the life cycle with no significant errors.	Students identify the stages of the life cycle with limited 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 insightful examples of intellectual, emotional, social, and spiritual health during childhood.	Students identify relevant examples of intellectual, emotional, social, and spiritual health during childhood.	Students identify unexceptional examples of intellectual, emotional, social, and spiritual health during childhood.	Students identify irrelevant 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 few, if any, 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 limited significant errors.	Students identify the basic human body systems and their functions with many significant errors.
3.1.4 Describe 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 describe the effects of healthy and unhealthy foods on the body with substantial detail.	Students describe the effects of healthy and unhealthy foods on the body with sufficient detail.	Students describe the effects of healthy and unhealthy foods on the body with sketchy detail.	Students describe the effects of healthy and unhealthy foods on the body with little or no detail.

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GRADE 4				
HUMAN GROWTH AND DEVELOPMENT				
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 with substantial detail.	Students explain the cycle of growth and development in humans from infancy to late adulthood with sufficient detail.	Students explain the cycle of growth and development in humans from infancy to late adulthood with sketchy detail.	Students explain the cycle of growth and development in humans from infancy to late adulthood with little or no 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 substantial detail.	Students explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood with sufficient detail.	Students explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood with sketchy detail.	Students explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood with little or no detail.
BODY SYSTEMS				
4.1.3 Describe 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 describe how basic structure and functions of the human body systems are interrelated with substantial detail.	Students describe how basic structure and functions of the human body systems are interrelated with sufficient detail.	Students describe how basic structure and functions of the human body systems are interrelated with sketchy detail.	Students describe how basic structure and functions of the human body systems are interrelated with little or no detail.
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 representative variety of changes that occur during puberty.	Students describe a limited variety of changes that occur during puberty.	Students describe an insufficient 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 the maintenance of human body systems with substantial detail.	Students explain the maintenance of human body systems with sufficient detail.	Students explain the maintenance of human body systems with sketchy detail.	Students explain the maintenance of human body systems with little or no detail.

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Grade 6				
HUMAN GROWTH AND DEVELOPMENT				
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 representative variety of 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.	Students identify an insufficient 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 the importance of intellectual, emotional, social, and physical health during adolescence with substantial detail.	Students describe the importance of intellectual, emotional, social, and physical health during adolescence with sufficient detail.	Students describe the importance of intellectual, emotional, social, and physical health during adolescence with sketchy detail.	Students describe the importance of intellectual, emotional, social, and physical health during adolescence with little or no detail.
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 explain how body systems are affected by health behaviors with substantial detail.	Students explain how body systems are affected by health behaviors with sufficient detail.	Students explain how body systems are affected by health behaviors with sketchy detail.	Students explain how body systems are affected by health behaviors with little or no detail.
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 physical, intellectual, social, and emotional changes that occur throughout the life cycle with substantial detail.	Students describe physical, intellectual, social, and emotional changes that occur throughout the life cycle with sufficient detail.	Students describe physical, intellectual, social, and emotional changes that occur throughout the life cycle with sketchy detail.	Students describe physical, intellectual, social, and emotional changes that occur throughout the life cycle with little or no detail.
7-8.1.2 Describe the interrelationship 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 the interrelationship of intellectual, emotional, social, and physical health during adolescence with substantial detail.	Students describe the interrelationship of intellectual, emotional, social, and physical health during adolescence with sufficient detail.	Students describe the interrelationship of intellectual, emotional, social, and physical health during adolescence with sketchy detail.	Students describe the interrelationship of intellectual, emotional, social, and physical health during adolescence with little or no detail.

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7-8.1.3	Explain the processes of conception, prenatal development, and birth	Students explain the processes of conception, prenatal development, and birth with substantial detail.	Students explain the processes of conception, prenatal development, and birth with sufficient detail.	Students explain the processes of conception, prenatal development, and birth with sketchy detail.	Students explain the processes of conception, prenatal development, and birth with little or no detail.
BODY SYSTEMS					
7-8.1.4	Identify the anatomical structures of the reproductive system	Students identify anatomical structures of the reproductive system with few, if any, errors.	Students identify anatomical structures of the reproductive system with no significant errors.	Students identify anatomical structures of the reproductive system with limited 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 how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities)	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with substantial detail.	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with sufficient detail.	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with sketchy detail.	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with little or no detail.
9-12.1.2	Explain how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality	Students provide an insightful explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.	Students provide a relevant explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.	Students provide a superficial explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.	Students provide an irrelevant explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.

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9-12.1.3 Describe the importance of prenatal and postnatal care to both parents and child	Students describe the importance of prenatal and postnatal care to parents and the child with substantial detail.	Students describe the importance of prenatal and postnatal care to parents and the child with sufficient detail.	Students describe the importance of prenatal and postnatal care to parents and the child with sketchy detail.	Students explain the importance of prenatal and postnatal care to parents and the child with little or no detail.
BODY SYSTEMS				
9-12.1.4 Explain how personal health behaviors impact 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 STD/STIs)	Students explain how personal health behaviors impact the functioning of body systems with substantial detail.	Students explain how personal health behaviors impact the functioning of body systems with sufficient detail.	Students explain how personal health behaviors impact the functioning of body systems with sketchy detail.	Students explain how personal health behaviors impact the functioning of body systems with little or no detail.
9-12.1.5 Explain the functions of the reproductive system	Students explain the functions of the reproductive system with substantial detail.	Students explain the functions of the reproductive system with sufficient detail.	Students explain the functions of the reproductive system with sketchy detail.	Students explain the functions of the reproductive system with little or no detail.