

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 3: External Health Factors

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
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 representative variety of ways to keep the environment clean and healthy.	Students identify a limited variety of ways to keep the environment clean and healthy.	Students identify an insufficient 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 representative variety of 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.	Students identify an insufficient 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 representative variety of ways in which the family influences and supports personal health practices and behaviors.	Students identify a limited variety of ways in which the family influences and supports personal health practices and behaviors.	Students identify an insufficient variety of ways in which the family influences and supports personal health practices and behaviors.

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Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
2.3.2 Identify ways the media can influence health behaviors (e.g., advertisements for food, product placement in television programs, product backing by athletes, noise pollution)	Students identify an extensive variety of ways the media can influence health behaviors.	Students identify a representative variety of ways the media can influence health behaviors.	Students identify a limited variety of ways the media can influence health behaviors.	Students identify an insufficient variety of ways the media can influence health behaviors.
Grade 3				
EXTERNAL INFLUENCES ON HEALTH				
3.3.1 Identify different types of healthful community activities (e.g., hobbies, clubs, reading, physical activities, volunteering)	Students identify an extensive variety of healthful community activities.	Students identify a representative variety of healthful community activities.	Students identify a limited variety of healthful community activities.	Students identify an insufficient variety of healthful community activities.
3.3.2 Explain the effects that peer pressure has on personal health (e.g., refusal skills)	Students explain the effects that peer pressure has on personal health with substantial detail.	Students explain the effects that peer pressure has on personal health with sufficient detail.	Students explain the effects that peer pressure has on personal health with sketchy detail.	Students explain the effects that peer pressure has on personal health with little or no detail.
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 representative variety of non-violent strategies to deal with conflicts and disputes.	Students describe a limited variety of non-violent strategies to deal with conflicts and disputes.	Students describe an insufficient 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 with substantial detail.	Students explain how people use natural resources with sufficient detail.	Students explain how people use natural resources with sketchy detail.	Students explain how people use natural resources with little or no detail.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
3.3.5 Explain how pollution can affect the body (e.g., respiratory diseases, water borne diseases, chemical runoff)	Students explain how pollution can affect the body with substantial detail.	Students explain how pollution can affect the body with sufficient detail.	Students explain how pollution can affect the body with sketchy detail.	Students explain how pollution can affect the body with little or no 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 with substantial detail.	Students explain how health careers benefit an individual's community with sufficient detail.	Students explain how health careers benefit an individual's community with sketchy detail.	Students explain how health careers benefit an individual's community with little or no detail.
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 with substantial detail.	Students explain the importance of health care workers and how they benefit an individual's community with sufficient detail.	Students explain the importance of health care workers and how they benefit an individual's community with sketchy detail.	Students explain the importance of health care workers and how they benefit an individual's community with little or no detail.
4.3.3 Explain the purposes of advertisements and commercials for health-related products and services (e.g., motivate the consumer, promote goods and services)	Students explain the purposes of advertisements and commercials with substantial detail.	Students explain the purposes of advertisements and commercials with sufficient detail.	Students explain the purposes of advertisements and commercials with sketchy detail.	Students explain the purposes of advertisements and commercials with little or no detail.
4.3.4 Describe the different types of health-related 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 representative variety of types of advertisements and commercials in the media.	Students describe a limited variety of types of advertisements and commercials in the media.	Students describe an insufficient 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 how a reduction in land, air, and water pollution can benefit our health with substantial detail.	Students explain how a reduction in land, air, and water pollution can benefit our health with sufficient detail.	Students explain how a reduction in land, air, and water pollution can benefit our health with sketchy detail.	Students explain how a reduction in land, air, and water pollution can benefit our health with little or no detail.
HEALTH AND THE ENVIRONMENT <i>No benchmark expectations at this level.</i>				

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 5				
EXTERNAL INFLUENCES ON HEALTH				
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 representative variety of ways an individual's family, friends, and culture influence personal and community health practices.	Students identify a limited variety of ways an individual's family, friends, and culture influence personal and community health practices.	Students identify an insufficient variety of ways an individual's family, friends, and culture influence personal and community health practices.
5.3.2 Describe ways the media can influence an individual's thoughts, feelings, and health behaviors	Students describe ways that the media can influence an individual's thoughts, feelings, and health behaviors with substantial detail.	Students describe ways that the media can influence an individual's thoughts, feelings, and health behaviors with sufficient detail.	Students describe ways that the media can influence an individual's thoughts, feelings, and health behaviors with sketchy detail.	Students describe ways that the media can influence an individual's thoughts, feelings, and health behaviors with little or no detail.
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 representative variety of ways in which technology can influence personal health.	Students identify a limited variety of ways in which technology can influence personal health.	Students identify an insufficient variety of 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 an extensive variety of ways the environment affects personal health.	Students describe a representative variety of ways the environment affects personal health.	Students describe a limited variety of ways the environment affects personal health.	Students describe an insufficient variety of ways 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 representative variety of ways in which external factors affect health in positive and negative ways.	Students describe a limited variety of ways in which external factors affect health in positive and negative ways.	Students describe an insufficient variety of ways in which external factors affect health in positive and negative ways.
HEALTH AND THE ENVIRONMENT				

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Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
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 a superficial explanation of how the environment can affect personal health.	Students provide an irrelevant explanation of how the environment can affect personal health.
Grades 7–8				
EXTERNAL INFLUENCES ON HEALTH				
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 how external factors affect physical, mental, and social health in positive and negative ways with substantial detail.	Students analyze how external factors affect physical, mental, and social health in positive and negative ways with sufficient detail.	Students analyze how external factors affect physical, mental, and social health in positive and negative ways with sketchy detail.	Students analyze how external factors affect physical, mental, and social health in positive and negative ways with little or no detail.
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 representative variety of ways the physical environment influences the health of individuals.	Students identify a limited variety of ways the physical environment influences the health of individuals.	Students identify an insufficient variety of ways the physical environment influences the health of individuals.
Grades 9–12				
EXTERNAL INFLUENCES ON HEALTH				
9-12.3.1 Explain 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 provide an insightful explanation of how the community can influence the health of individuals.	Students provide a relevant explanation of how the community can influence the health of individuals.	Students provide a superficial explanation of how the community can influence the health of individuals.	Students provide an irrelevant explanation of how the community can influence the health of individuals.

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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 with substantial detail.	Students describe how cultural diversity enriches and challenges health behaviors with sufficient detail.	Students describe how cultural diversity enriches and challenges health behaviors with sketchy detail.	Students describe how cultural diversity enriches and challenges health behaviors with little or no 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 insightful explanation of how public health policies and government regulations influence health.	Students provide a relevant explanation of how public health policies and government regulations influence health.	Students provide a superficial explanation of how public health policies and government regulations influence health.	Students provide an irrelevant explanation of how public health policies and government regulations influence health.
HEALTH AND THE ENVIRONMENT					
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 insightful evaluation of how a physical environment influences the health of individuals and the community.	Students provide a relevant evaluation of how a physical environment influences the health of individuals and the community.	Students provide a superficial evaluation of how a physical environment influences the health of individuals and the community.	Students provide an irrelevant evaluation of how a physical environment influences the health of individuals and the community.