

North Dakota Health Content and Achievement Standards

Grades K–12

August 2008

North Dakota Department of Public Instruction
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Standard 6: Consumer Health

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
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 of community health service providers.	Students identify a representative variety of basic tasks of community health service providers.	Students identify a limited variety of basic tasks of community health service providers.	Students identify an insufficient variety of basic tasks of 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 health-related assistance at school and in the community	Students explain from whom and where to seek assistance at school and in the community with substantial detail.	Students explain from whom and where to seek assistance at school and in the community with sufficient detail.	Students explain from whom and where to seek assistance at school and in the community with sketchy detail.	Students explain from whom and where to seek assistance at school and in the community with little or no detail.
Grade 2				
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.				
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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
2.6.1 Identify resources from home, school, and community that provide valid health information. (e.g., school counselor, health care providers, teachers, family members)	Students identify an extensive variety of resources from home, school, and community that provide valid health information.	Students identify a representative variety of resources from home, school, and community that provide valid health information.	Students identify a limited variety of resources from home, school, and community that provide valid health information.	Students identify an insufficient variety of resources from home, school, and community that provide valid health information.
Grade 3				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
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 with substantial detail.	Students explain how to use resources from home, school, and community that provide valid health information with sufficient detail.	Students explain how to use resources from home, school, and community that provide valid health information with sketchy detail.	Students explain how to use resources from home, school, and community that provide valid health information with little or no detail.
3.6.2 Identify ways to manage money in health-related decisions (e.g., fruit/candy, water/soda, roller blades/motorized scooter)	Students identify an extensive variety of ways to manage money in health-related decisions.	Students identify a representative variety of ways to manage money in health-related decisions.	Students identify a limited variety of ways to manage money in health-related decisions.	Students identify an insufficient variety of ways to manage money in health-related decisions.
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 with substantial detail.	Students describe the characteristics of valid health information, products, and services with sufficient detail.	Students describe the characteristics of valid health information, products, and services with sketchy detail.	Students describe the characteristics of valid health information, products, and services with little or no detail.

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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 to make health related decisions.	Students describe a representative variety of ways to budget time and money to make health related decisions.	Students describe a limited variety of ways to budget time and money to make health related decisions.	Students describe an insufficient variety of ways to budget time and money to make health related decisions.
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 an extensive variety of factors that can influence choices about health care products and services.	Students describe a representative variety of factors that can influence choices about health care products and services.	Students describe a limited variety of factors that can influence choices about health care products and services.	Students describe an insufficient variety of factors that can influence choices about health care products and services .
5.6.2 Describe how to budget time and money for work and leisure activities (e.g., prioritization, work/play)	Students describe how to budget time and money for work and leisure activities with substantial detail.	Students describe how to budget time and money for work and leisure activities with sufficient detail.	Students describe how to budget time and money for work and leisure activities with sketchy detail.	Students describe how to budget time and money for work and leisure activities with little or no detail.
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 representative variety of situations that require professional health services.	Students identify a limited variety of situations that require professional health services.	Students identify an insufficient 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 comprehensive plan to prioritize time and money for work and leisure activities.	Students develop a relevant plan to prioritize time and money for work and leisure activities.	Students develop a superficial plan to prioritize time and money for work and leisure activities.	Students develop an irrelevant plan to prioritize time and money for work and leisure activities.
Grades 7–8				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				

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<p>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</p> <p>SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>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)</p>	<p>Students explain how to use community resources and services that provide valid health information with substantial detail.</p> <p>Students analyze the validity of common health information, products, and services with substantial detail.</p>	<p>Students explain how to use community resources and services that provide valid health information with sufficient detail.</p> <p>Students analyze the validity of common health information, products, and services with sufficient detail.</p>	<p>Students explain how to use community resources and services that provide valid health information with sketchy detail.</p> <p>Students analyze the validity of common health information, products, and services with sketchy detail.</p>	<p>Students explain how to use community resources and services that provide valid health information with little or no detail.</p> <p>Students analyze the validity of common health information, products, and services with little or no detail.</p>
Grades 9–12				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
<p>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</p> <p>9-12.6.2 Describe resources (e.g., reputable internet sites such as Centers for Disease Control, Surgeon 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</p>	<p>Students describe an extensive variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation.</p> <p>Students describe an extensive variety of resources to access valid and reliable health information, products, and services both in and outside the community.</p>	<p>Students describe a representative variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation.</p> <p>Students describe a representative variety of resources to access valid and reliable health information, products, and services both in and outside the community.</p>	<p>Students describe a limited variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation.</p> <p>Students describe a limited variety of resources to access valid and reliable health information, products, and services both in and outside the community.</p>	<p>Students describe an insufficient variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation.</p> <p>Students describe an insufficient variety of resources to access valid and reliable health information, products, and services both in and outside the community.</p>

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<p>9-12.6.3 Describe one's financial responsibility for health care services (e.g., health insurance coverage, deductibles, premiums, care options)</p> <p>SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	Students describe one's financial responsibility for health care services with substantial detail.	Students describe one's financial responsibility for health care services with sufficient detail.	Students describe one's financial responsibility for health care services with sketchy detail.	Students describe one's financial responsibility for health care services with little or no detail.
<p>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</p>	Students identify an extensive variety of local, state, federal, and private agencies that protect and inform consumers.	Students identify a representative variety of 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.	Students identify an insufficient variety of local, state, federal, and private agencies that protect and inform consumers.
<p>9-12.6.5 Determine criteria (e.g., costs and benefits, consumer guide, advice from health professionals, the media) used to evaluate health information, products, and services (e.g., research using medical journals, consumer health sources, research institutes)</p>	Students determine insightful criteria used to evaluate health information, products, and services.	Students determine relevant criteria used to evaluate health information, products, and services.	Students determine superficial criteria used to evaluate health information, products, and services.	Students determine irrelevant criteria used to evaluate health information, products, and services.
<p>9-12.6.6 Evaluate resources, products, and services based on appropriate criteria (e.g., costs and benefits), consumer guides, and advice from health professionals.</p>	Students provide an insightful evaluation of resources, products, and services based on appropriate criteria, consumer guides, and advice from health professionals.	Students provide a relevant evaluation of resources, products, and services based on appropriate criteria, consumer guides, and advice from health professionals.	Students provide a superficial evaluation of resources, products, and services based on appropriate criteria, consumer guides, and advice from health professionals.	Students provide an irrelevant evaluation of resources, products, and services based on appropriate criteria, consumer guides, and advice from health professionals.