

North Dakota Health Content and Achievement Standards

Grades K–12

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North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 East Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440

www.dpi.state.nd.us



Standard 7: Health Advocacy

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
ADVOCATING FOR HEALTH K.7.1 Identify positive health choices (e.g., eat fruits and vegetables, physical activity with friends, use medicine safely)	Students identify an extensive variety of positive health choices.	Students identify a representative variety of positive health choices.	Students identify a limited variety of positive health choices.	Students identify an insufficient variety of positive health choices.
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, participation in physical activity)	Students identify an extensive variety of ways to encourage peers in making positive healthy choices.	Students identify a representative variety of ways to encourage peers in making positive healthy choices.	Students identify a limited variety of ways to encourage peers in making positive healthy choices.	Students identify an insufficient variety of ways to encourage peers in making positive healthy choices.
Grade 2				
ADVOCATING FOR HEALTH 2.7.1 Describe ways 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 insightfully describe ways to support peers and others in making positive health choices.	Students describe relevant ways to support peers and others in making positive health choices.	Students superficially describe ways to support peers and others in making positive health choices.	Students describe irrelevant ways to support peers and others in making positive health choices.
Grade 3				
ADVOCATING FOR HEALTH				

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

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>3.7.1 Identify ways to promote good health (e.g., positive role model, having a positive attitude about health)</p>	Students identify an extensive variety of ways to promote good health.	Students identify a representative variety of ways to promote good health.	Students identify a limited variety of ways to promote good health.	Students identify an insufficient variety of ways to promote good health.
Grade 4				
ADVOCATING FOR HEALTH				
<p>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)</p>	Students explain the importance of being a health advocate with substantial detail.	Students explain the importance of being a health advocate with sufficient detail.	Students explain the importance of being a health advocate with sketchy detail.	Students explain the importance of being a health advocate with little or no detail.
Grade 5				
ADVOCATING FOR HEALTH				
<p>5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)</p>	Students describe an extensive variety of methods for assisting others in making positive health choices.	Students describe a representative variety of methods for assisting others in making positive health choices.	Students describe a limited variety of methods for assisting others in making positive health choices.	Students describe an insufficient variety of methods for assisting others in making positive health choices.
<p>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)</p>	Students identify an extensive variety of people and groups who advocate for health.	Students identify a representative variety of people and groups who advocate for health.	Students identify a limited variety of people and groups who advocate for health.	Students identify an insufficient variety of people and groups who advocate for health.
COMMUNICATING HEALTH INFORMATION				
<p>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)</p>	Students identify an extensive variety of ways to convey accurate health information and ideas to individuals and groups.	Students identify a representative variety of ways to convey accurate health information and ideas to individuals and groups.	Students identify a limited variety of ways to convey accurate health information and ideas to individuals and groups.	Students identify an insufficient variety of ways to convey accurate health information and ideas to individuals and groups.
Grade 6				

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>ADVOCATING FOR HEALTH</p> <p>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</p>	Students identify an extensive variety of strategies to influence and support others in making positive health choices.	Students identify a representative variety of 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.	Students identify an insufficient variety of strategies to influence and support others in making positive health choices.
<p>COMMUNICATING HEALTH INFORMATION</p> <p>6.7.2 Describe ways to convey (e.g., Power Point presentation, group projects, posters) health information and ideas to individuals and groups</p>	Students insightfully describe ways to convey health information and ideas to individuals and groups.	Students describe relevant ways to convey health information and ideas to individuals and groups.	Students superficially describe ways to convey health information and ideas to individuals and groups.	Students describe irrelevant ways to convey health information and ideas to individuals and groups.
Grades 7–8				
<p>ADVOCATING FOR HEALTH</p> <p>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</p>	Students describe an extensive variety of strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.	Students describe a representative variety of strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.	Students describe a limited variety of strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.	Students describe an insufficient variety of strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.
<p>COMMUNICATING HEALTH INFORMATION</p> <p>7-8.7.2 Identify myths and facts related to health issues (e.g., pregnancy, HIV transmission, drug use)</p>	Students identify myths and facts related to health issues with few, if any, errors.	Students identify myths and facts related to health issues with no significant errors.	Students identify myths and facts related to health issues with limited significant errors.	Students identify myths and facts related to health issues with many significant errors.
Grades 9–12				
ADVOCATING FOR HEALTH				

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

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
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 explain how an individual can improve or sustain community health initiatives and or services with substantial detail.	Students explain how an individual can improve or sustain community health initiatives and or services with sufficient detail.	Students explain how an individual can improve or sustain community health initiatives and or services with sketchy detail.	Students explain how an individual can improve or sustain community health initiatives and or services with little or no detail.
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 insightful strategies to influence and support others in making positive health choices.	Students develop relevant strategies to influence and support others in making positive health choices.	Students develop superficial strategies to influence and support others in making positive health choices.	Students develop irrelevant strategies to influence and support others in making positive health choices.
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 apply strategies to influence and support others in making positive health choices with few, if any, errors.	Students consistently apply strategies to influence and support others in making positive health choices.	Students inconsistently 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 representative variety of strategies to express information and opinions about health issues.	Students apply a limited variety of strategies to express information and opinions about health issues.	Students apply an insufficient 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 an extensive variety of strategies for adapting health messages and techniques to a specific target audience.	Students apply a representative variety of strategies for adapting health messages and techniques to a specific target audience.	Students apply a limited variety of strategies for adapting health messages and techniques to a specific target audience.	Students apply an insufficient variety of strategies for adapting health messages and techniques to a specific target audience.

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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 substantial detail.	Students evaluate the effectiveness of a communication method used to deliver health information in sufficient detail.	Students evaluate the effectiveness of a communication method used to deliver health information with sketchy detail.	Students evaluate the effectiveness of a communication method used to deliver health information with little or no detail.