

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
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.

Standard 2: Personal Health

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 1				
PERSONAL HEALTH				
1.2.1 Explain how healthy behaviors impact personal, emotional, social, and physical health (e.g., following new food pyramid guidelines – better nutrition and healthy weight, physical activity-more energy, sleep-energy and attention span, hygiene-self-esteem)	Students explain how healthy behaviors impact personal, emotional, social, and physical health with substantial detail.	Students explain how healthy behaviors impact personal, emotional, social, and physical health with sufficient detail.	Students explain how healthy behaviors impact personal, emotional, social, and physical health with sketchy detail.	Students explain how healthy behaviors impact personal, emotional, social, and physical health with little or no detail.
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 safe behaviors in an extensive variety of situations.	Students identify safe behaviors in a representative variety of situations.	Students identify safe behaviors in a limited variety of situations.	Students identify safe behaviors in an insufficient variety of situations.
DISEASE AND ILLNESS				
1.2.3 Identify symptoms of common illnesses/conditions (e.g., cold, flu, diabetes, asthma, allergies)	Students identify symptoms associated with an extensive variety of common illnesses/conditions.	Students identify symptoms associated with a representative variety of common illnesses/conditions.	Students identify symptoms associated with a limited variety of common illnesses/conditions.	Students identify symptoms associated with an insufficient variety of 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 the importance of regular health check-ups with substantial detail.	Students explain the importance of regular health check-ups with sufficient detail.	Students explain the importance of regular health check-ups with sketchy detail.	Students explain the importance of regular health check-ups with little or no detail.
SAFETY AND INJURY PREVENTION				
1.2.5 Describe safe behaviors one can use to reduce the risk of injury (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)	Students describe an extensive variety of safe behaviors one can use to reduce the risk of injury.	Students describe a representative variety of safe behaviors one can use to reduce the risk of injury.	Students describe a limited variety of safe behaviors one can use to reduce the risk of injury.	Students describe an insufficient variety of safe behaviors one can use to reduce the risk of injury.

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

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
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 the purpose of safety rules for home, school, and community settings with substantial detail.	Students describe the purpose of safety rules for home, school, and community settings with sufficient detail.	Students describe the purpose of safety rules for home, school, and community settings with sketchy detail.	Students describe the purpose of safety rules for home, school, and community settings with little or no detail.

Standard 3: External Health Factors

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

Standard 4: Communication Skills

Standard 4: Students demonstrate the ability to use communication skills to enhance health.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
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 representative variety of healthy ways to share feelings and emotions.	Students describe a limited variety of ways to share feelings and emotions.	Students describe an insufficient variety of healthy ways to share feelings and emotions.
1.4.2 Describe characteristics (e.g., being helpful to a family in need, sharing) needed to be a responsible friend and family member	Students describe an extensive variety of characteristics needed to be a responsible friend and family member.	Students describe a representative variety of characteristics needed to be a responsible friend and family member.	Students describe a limited variety of characteristics needed to be a responsible friend and family member.	Students describe an insufficient variety of 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 representative variety of ways to avoid threatening situations.	Students identify a limited variety of ways to avoid threatening situations.	Students identify an insufficient variety of ways to avoid threatening situations.

Standard 5: Decision Making and Goal Setting

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.				
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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 1				
GOAL SETTING				
1.5.1 Set a short-term personal health goal (e.g., daily physical activity, watching less television, eating healthy foods) and describe a plan to achieve it	Students set a short-term personal health goal and describe a plan to achieve it with substantial detail.	Students set a short-term personal health goal and describe a plan to achieve it with sufficient detail.	Students set a short-term personal health goal and describe a plan to achieve it with sketchy detail.	Students set a short-term personal health goal and describe a plan to achieve it with little or no detail.
ASSISTANCE WITH DECISIONS AND GOALS				
1.5.2 Describe situations for which it is appropriate to seek assistance in making health and safety-related decisions (e.g., going to school personnel in dealing with a school bully)	Students describe an extensive variety of situations for which it is appropriate to seek assistance in making health and safety-related decisions.	Students describe a representative variety of situations for which it is appropriate to seek assistance in making health and safety-related decisions.	Students describe a limited variety of situations for which it is appropriate to seek assistance in making health and safety-related decisions.	Students describe an insufficient variety of situations for which it is appropriate to seek assistance in making health and safety-related decisions.

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
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.

Standard 7: Health Advocacy

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