

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 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.

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 3				
PERSONAL HEALTH				
3.2.1 Describe how personal health behaviors (e.g., grooming habits, wellness exams, proper nutrition, health fitness) affect individual well-being	Students describe how personal health behaviors affect individual well-being with substantial detail.	Students describe how personal health behaviors affect individual well-being with sufficient detail.	Students describe how personal health behaviors affect individual well-being with sketchy detail.	Students describe how personal health behaviors affect individual well-being with little or no detail.
3.2.2 Explain how the family, school, and community influence personal health (e.g., family promotes personal health, school educates the youth, community provides resources)	Students explain how the family, school, and community influence personal health with substantial detail.	Students explain how the family, school, and community influence personal health with sufficient detail.	Students explain how the family, school, and community influence personal health with sketchy detail.	Students explain how the family, school, and community influence personal health with little or no detail.
3.2.3 Describe factors related to intellectual, emotional, social, and physical health (e.g., having trusted person to talk to, being physically active every day)	Students describe factors related to intellectual, emotional, social, and physical health with substantial detail.	Students describe factors related to intellectual, emotional, social, and physical health with sufficient detail.	Students describe factors related to intellectual, emotional, social, and physical health with sketchy detail.	Students describe factors related to intellectual, emotional, social, and physical health with little or no detail.
DISEASE AND ILLNESS				
3.2.4 Identify the differences between communicable and non-communicable illnesses and diseases (e.g., communicable: cold, flu, strep throat; non-communicable: asthma, allergies, cancer)	Students identify the differences between communicable and non-communicable illnesses and diseases with few, if any, errors.	Students identify the differences between communicable and non-communicable illnesses and diseases with no significant errors.	Students identify the differences between communicable and non-communicable illnesses and diseases with limited significant errors.	Students identify the differences between communicable and non-communicable illnesses and diseases with many significant errors.
SAFETY AND INJURY PREVENTION				
3.2.5 Describe the characteristics of threatening situations (e.g., bullying, harassment, internet sites)	Students describe the characteristics of threatening situations with substantial detail.	Students describe the characteristics of threatening situations with sufficient detail.	Students describe the characteristics of threatening situations with sketchy detail.	Students describe the characteristics of threatening situations with little or no detail.
3.2.6 Explain personal safety procedures and use of equipment (e.g., life jackets, emergency exit routes, seatbelts)	Students explain an extensive variety of personal safety procedures and use of equipment.	Students explain a representative variety of personal safety procedures and use of equipment.	Students explain a limited variety of personal safety procedures and use of equipment.	Students explain an insufficient variety of personal safety procedures and use of equipment.

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
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.
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.

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 3				
INTERPERSONAL COMMUNICATION				
3.4.1 Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust)	Students identify an extensive variety of ways to communicate care, consideration, and respect of self and others.	Students identify a representative variety of ways to communicate care, consideration, and respect of self and others.	Students identify a limited variety of ways to communicate care, consideration, and respect of self and others.	Students identify an insufficient variety of ways to communicate care, consideration, and respect of self and others.
CONFLICT RESOLUTION				
3.4.2 Explain when to communicate with responsible adults about health and safety decisions (e.g., stranger danger, good touch, bad touch, internet)	Students explain when to communicate with responsible adults about health and safety decisions with substantial detail.	Students explain when to communicate with responsible adults about health and safety decisions with sufficient detail.	Students explain when to communicate with responsible adults about health and safety decisions with sketchy detail.	Students explain when to communicate with responsible adults about health and safety decisions with little or no detail.

Standard 5: Decision Making and Goal Setting

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
GOAL SETTING 3.5.1 Describe how to use goal setting to enhance personal health (e.g., increasing activity, making healthy food choices, improving endurance, flexibility, and strength)	Students describe how to use goal setting to enhance personal health with substantial detail.	Students describe how to use goal setting to enhance personal health with sufficient detail.	Students describe how to use goal setting to enhance personal health with sketchy detail.	Students describe how to use goal setting to enhance personal health with little or no detail.
DECISION MAKING <i>No benchmark expectations at this level.</i>				

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 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.

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
Grade 3				
ADVOCATING FOR HEALTH 3.7.1 Identify ways to promote good health (e.g., positive role model, having a positive attitude about health)	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.