

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 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 5				
HUMAN GROWTH AND DEVELOPMENT				
5.1.1 Describe changes that occur during puberty (e.g., changes in voice, hair growth, mood swings, sensitivity to peer influence)	Students describe an extensive variety of changes that occur during puberty.	Students describe a representative variety of changes that occur during puberty.	Students describe a limited variety of changes that occur during puberty.	Students describe an insufficient variety of changes that occur during puberty.
BODY SYSTEMS				
5.1.2 Explain the maintenance of human body systems (e.g., skeletal: choose foods high in calcium and vitamin D, be physically active)	Students explain the maintenance of human body systems with substantial detail.	Students explain the maintenance of human body systems with sufficient detail.	Students explain the maintenance of human body systems with sketchy detail.	Students explain the maintenance of human body systems 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 5				
PERSONAL HEALTH				
5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health	Students describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health with substantial detail.	Students describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health with sufficient detail.	Students describe how a range of differences between self and peers and relate to intellectual, emotional, social, and physical health with sketchy detail.	Students describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health with little or no detail.
5.2.2 Explain the benefits of nutrition and physical activity as they relate to total wellness	Students explain the benefits of nutrition and physical activity as they relate to total wellness with substantial detail.	Students explain the benefits of nutrition and physical activity as they relate to total wellness with sufficient detail.	Students explain the benefits of nutrition and physical activity as they relate to total wellness with sketchy detail.	Students explain the benefits of nutrition and physical activity as they relate to total wellness with little or no detail.
DISEASE AND ILLNESS				
5.2.3 Explain situations when it is appropriate to seek health care and explain the importance of early detection (e.g., skin cancer) in the treatment of illness and disease.	Students explain situations when it is appropriate to seek health care and the importance of early detection in the treatment of illness and disease with substantial detail.	Students explain situations when it is appropriate to seek health care and the importance of early detection in the treatment of illness and disease with sufficient detail.	Students explain situations when it is appropriate to seek health care and the importance of early detection in the treatment of illness and disease with sketchy detail.	Students explain situations when it is appropriate to seek health care and the importance of early detection in the treatment of illness and disease with little or no detail.
SAFETY AND INJURY PREVENTION				
5.2.4 Identify basic first aid procedures for common emergencies (e.g., choking, minor burns, bleeding, shock, poisoning)	Students identify basic first aid procedures for common emergencies with few, if any, errors.	Students identify basic first aid procedures for common emergencies with no significant errors.	Students identify basic first aid procedures for common emergencies with limited significant errors.	Students identify basic first aid procedures for common emergencies with many significant errors.

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 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.

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 5				
INTERPERSONAL COMMUNICATION				
5.4.1 Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language)	Students explain how to develop relationships with family and friends using appropriate communication skills with substantial detail.	Students explain how to develop relationships with family and friends using appropriate communication skills with sufficient detail.	Students explain how to develop relationships with family and friends using appropriate communication skills with sketchy detail.	Students explain how to develop relationships with family and friends using appropriate communication skills with little or no detail.
CONFLICT RESOLUTION				
5.4.2 Describe refusal skills to avoid or reduce health risks (e.g., drugs, tobacco, alcohol, peer pressure)	Students describe refusal skills to avoid or reduce health risks with substantial detail.	Students describe refusal skills to avoid or reduce health risks with sufficient detail.	Students describe refusal skills to avoid or reduce health risks with sketchy detail.	Students describe refusal skills to avoid or reduce health risks with little or no detail.
5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)	Students apply the basic conflict resolution skills with ease.	Students apply the basic conflict resolution skills with minimal difficulty.	Students apply the basic conflict resolution skills with difficulty.	Students apply the basic conflict resolution skills with little or no success.

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 5				
GOAL SETTING				
5.5.1 Develop and implement short term and long term personal goals that enhance health (e.g., nutrition journal, fitness plan)	Students develop and implement an extensive variety of short term and long term personal goals that enhance health.	Students develop and implement a representative variety of short term and long term personal goals that enhance health.	Students develop and implement a limited variety of short term and long term personal goals that enhance health.	Students develop and implement an insufficient variety of short term and long term personal goals that enhance health.
DECISION MAKING				
5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)	Students describe risky situations that require adult assistance with substantial detail.	Students describe risky situations that require adult assistance with sufficient detail.	Students describe risky situations that require adult assistance with sketchy detail.	Students describe risky situations that require adult assistance with little or no detail.

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 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.

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 5				
ADVOCATING FOR HEALTH				
5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)	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.
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)	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				
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)	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.