

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	
Grades 7–8					
HUMAN GROWTH AND DEVELOPMENT					
7-8.1.1	Describe physical, intellectual, social, and emotional changes that occur throughout the life cycle (e.g., body maturation, brain development, social awareness)	Students describe physical, intellectual, social, and emotional changes that occur throughout the life cycle with substantial detail.	Students describe physical, intellectual, social, and emotional changes that occur throughout the life cycle with sufficient detail.	Students describe physical, intellectual, social, and emotional changes that occur throughout the life cycle with sketchy detail.	Students describe physical, intellectual, social, and emotional changes that occur throughout the life cycle with little or no detail.
7-8.1.2	Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)	Students describe the interrelationship of intellectual, emotional, social, and physical health during adolescence with substantial detail.	Students describe the interrelationship of intellectual, emotional, social, and physical health during adolescence with sufficient detail.	Students describe the interrelationship of intellectual, emotional, social, and physical health during adolescence with sketchy detail.	Students describe the interrelationship of intellectual, emotional, social, and physical health during adolescence with little or no detail.
7-8.1.3	Explain the processes of conception, prenatal development, and birth	Students explain the processes of conception, prenatal development, and birth with substantial detail.	Students explain the processes of conception, prenatal development, and birth with sufficient detail.	Students explain the processes of conception, prenatal development, and birth with sketchy detail.	Students explain the processes of conception, prenatal development, and birth with little or no detail.
BODY SYSTEMS					
7-8.1.4	Identify the anatomical structures of the reproductive system	Students identify anatomical structures of the reproductive system with few, if any, errors.	Students identify anatomical structures of the reproductive system with no significant errors.	Students identify anatomical structures of the reproductive system with limited significant errors.	Students identify anatomical structures of the reproductive system with many significant errors.

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
Grades 7–8				
PERSONAL HEALTH				
7-8.2.1 Develop strategies for managing stress in their own lives (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity)	Students develop an extensive variety of strategies for managing stress in their own lives.	Students develop a representative variety of strategies for managing stress in their own lives.	Students develop a limited variety of strategies for managing stress in their own lives.	Students develop an insufficient variety of variety of strategies for managing stress in their own lives.
7-8.2.2 Describe ways (e.g., personal achievement, community involvement, physical activity) to improve self-esteem	Students describe an extensive variety of ways to improve self-esteem.	Students describe a representative variety of ways to improve self-esteem.	Students describe a limited variety of ways to improve self-esteem.	Students describe an insufficient variety of ways to improve self-esteem.
7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors	Students explain how personal values and beliefs influence individual health practices and behaviors with substantial detail.	Students explain how personal values and beliefs influence individual health practices and behaviors with sufficient detail.	Students explain how personal values and beliefs influence individual health practices and behaviors with sketchy detail.	Students explain in how personal values and beliefs influence individual health practices and behaviors with little or no detail.
7-8.2.4 Describe ways in which family history can have an impact on personal health (e.g., hereditary diseases)	Students describe an extensive variety of ways that family history can have an impact on personal health.	Students describe a representative variety of ways that family history can have an impact on personal health.	Students describe a limited variety of ways that family history can have an impact on personal health.	Students describe an insufficient variety of ways that family history can have an impact on personal health.
7-8.2.5 Explain the relationship between sexual behavior and personal health (e.g., STD/STI, pregnancy, HIV/AIDS)	Students explain the relationship between sexual behavior and personal health with substantial detail.	Students explain the relationship between sexual behavior and personal health with sufficient detail.	Students explain the relationship between sexual behavior and personal health with sketchy detail.	Students explain the relationship between sexual behavior and personal health with little or no detail.

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
DISEASE AND ILLNESS				
7-8.2.6 Identify the symptoms and treatment of common diseases and other health problems (e.g., allergies, communicable/non-communicable)	Students identify an extensive variety of symptoms and treatment of common diseases and other health problems.	Students identify a representative variety of symptoms and treatment of common diseases and other health problems.	Students identify a limited variety of symptoms and treatment of common diseases and other health problems.	Students identify an insufficient variety of symptoms and treatment of common diseases and other health problems.
7-8.2.7 Explain ways in which school and public health policies can influence health promotion and disease prevention (e.g., tobacco and wellness policies)	Students explain an extensive variety of ways in which school and public health policies can influence health promotion and disease prevention.	Students explain a representative variety of ways in which school and public health policies can influence health promotion and disease prevention.	Students explain a limited variety of ways in which school and public health policies can influence health promotion and disease prevention.	Students explain an insufficient variety of ways in which school and public health policies can influence health promotion and disease prevention.
7-8.2.8 Explain the benefits of nutrition and physical activity as they relate to the overall well-being of individuals (e.g., obesity)	Students explain an extensive variety of benefits of nutrition and physical activity as they relate to the overall well-being of individuals.	Students explain a representative variety of benefits of nutrition and physical activity as they relate to the overall well-being of individuals.	Students explain a limited variety of benefits of nutrition and physical activity as they relate to the overall well-being of individuals.	Students explain an insufficient variety of benefits of nutrition and physical activity as they relate to the overall well-being of individuals.
SAFETY AND INJURY PREVENTION				
7-8.2.9 Describe ways to reduce or prevent injuries (e.g., water safety, the use of appropriate safety equipment, obeying laws and procedures, understanding basic first aid)	Students describe an extensive variety of ways to reduce or prevent injuries.	Students describe a representative variety of ways to reduce or prevent injuries.	Students describe a limited variety of ways to reduce or prevent injuries.	Students describe an insufficient variety of ways to reduce or prevent injuries.
7-8.2.10 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death)	Students describe an extensive variety of personal risks associated with harmful chemicals and drugs.	Students describe a representative variety of personal risks associated with harmful chemicals and drugs.	Students describe a limited variety of personal risks associated with harmful chemicals and drugs.	Students describe an insufficient variety of personal risks associated with harmful chemicals and drugs.

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
Grades 7–8				
EXTERNAL INFLUENCES ON HEALTH				
7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)	Students analyze how external factors affect physical, mental, and social health in positive and negative ways with substantial detail.	Students analyze how external factors affect physical, mental, and social health in positive and negative ways with sufficient detail.	Students analyze how external factors affect physical, mental, and social health in positive and negative ways with sketchy detail.	Students analyze how external factors affect physical, mental, and social health in positive and negative ways with little or no detail.
HEALTH AND THE ENVIRONMENT				
7-8.3.2 Identify ways that physical environment (e.g., natural and man-made disasters, pollutants) influences the health of individuals	Students identify an extensive variety of ways the physical environment influences the health of individuals.	Students identify a representative variety of ways the physical environment influences the health of individuals.	Students identify a limited variety of ways the physical environment influences the health of individuals.	Students identify an insufficient variety of ways the physical environment influences the health of individuals.

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
Grades 7–8				
INTERPERSONAL COMMUNICATION				
7-8.4.1 Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors)	Students describe effective verbal and nonverbal communication skills to enhance health with substantial detail.	Students describe effective verbal and nonverbal communication skills to enhance health with sufficient detail.	Students describe effective verbal and nonverbal communication skills to enhance health with sketchy detail.	Students describe effective verbal and nonverbal communication skills to enhance health with little or no detail.
7-8.4.2 Apply strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure	Students apply strategies for coping with peer pressure with ease.	Students apply strategies for coping with peer pressure with minimal difficulty.	Students apply strategies for coping with peer pressure with difficulty.	Students rarely demonstrate strategies for coping with peer pressure with little or no success.
7-8.4.3 Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and strategies to prevent conflict in such situations	Students describe an extensive variety of causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.	Students describe a representative variety of causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.	Students describe a limited variety of causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.	Students describe an insufficient variety of causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.
CONFLICT RESOLUTION				
<i>No benchmark expectations at this level.</i>				

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
Grades 7–8				
GOAL SETTING				
7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)	Students identify an extensive variety of ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.	Students identify a representative variety of ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.	Students identify a limited variety of ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.	Students identify an insufficient variety of ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.
DECISION MAKING				
7-8.5.2 Identify the steps (e.g., clarify, consider, choose) of the decision-making process (e.g., going to a game or doing your homework)	Students identify the steps of the decision-making process with few, if any, errors.	Students identify the steps of the decision-making process with no significant errors.	Students identify the steps of the decision making process with limited significant errors.	Students identify the steps of the decision making process with many significant errors.

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
Grades 7–8				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES 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	Students explain how to use community resources and services that provide valid health information with substantial detail.	Students explain how to use community resources and services that provide valid health information with sufficient detail.	Students explain how to use community resources and services that provide valid health information with sketchy detail.	Students explain how to use community resources and services that provide valid health information with little or no detail.
SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES 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)	Students analyze the validity of common health information, products, and services with substantial detail.	Students analyze the validity of common health information, products, and services with sufficient detail.	Students analyze the validity of common health information, products, and services with sketchy detail.	Students analyze the validity of common health information, products, and services 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
Grades 7–8				
ADVOCATING FOR HEALTH 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	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.
COMMUNICATING HEALTH INFORMATION 7-8.7.2 Identify myths and facts related to health issues (e.g., pregnancy, HIV transmission, drug use)	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.