

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
Grades 9–12				
HUMAN GROWTH AND DEVELOPMENT				
9-12.1.1 Explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities)	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with substantial detail.	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with sufficient detail.	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with sketchy detail.	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with little or no detail.
9-12.1.2 Explain how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality	Students provide an insightful explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.	Students provide a relevant explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.	Students provide a superficial explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.	Students provide an irrelevant explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.
9-12.1.3 Describe the importance of prenatal and postnatal care to both parents and child	Students describe the importance of prenatal and postnatal care to parents and the child with substantial detail.	Students describe the importance of prenatal and postnatal care to parents and the child with sufficient detail.	Students describe the importance of prenatal and postnatal care to parents and the child with sketchy detail.	Students explain the importance of prenatal and postnatal care to parents and the child with little or no detail.
BODY SYSTEMS				
9-12.1.4 Explain how personal health behaviors impact the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STD/STIs)	Students explain how personal health behaviors impact the functioning of body systems with substantial detail.	Students explain how personal health behaviors impact the functioning of body systems with sufficient detail.	Students explain how personal health behaviors impact the functioning of body systems with sketchy detail.	Students explain how personal health behaviors impact the functioning of body systems with little or no detail.
9-12.1.5 Explain the functions of the reproductive system	Students explain the functions of the reproductive system with substantial detail.	Students explain the functions of the reproductive system with sufficient detail.	Students explain the functions of the reproductive system with sketchy detail.	Students explain the functions of the reproductive system 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
Grades 9–12				
PERSONAL HEALTH & WELLNESS				
9-12.2.1 Analyze healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention (e.g., active lifestyle vs. sedentary lifestyle, healthy diet vs. fad diets)	Students analyze healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention with substantial detail.	Students analyze healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention with sufficient detail.	Students analyze healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention with sketchy detail.	Students analyze healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention with little or no detail.
9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)	Students apply strategies for enhancing personal health with few, if any lapses.	Students consistently apply strategies for enhancing personal health.	Students inconsistently apply strategies for enhancing personal health.	Students rarely apply strategies for enhancing personal health.
9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence)	Students explain an extensive variety of ways individuals can take responsibility for enhancing their own health.	Students explain a representative variety of ways individuals can take responsibility for enhancing their own health.	Students explain a limited variety of ways individuals can take responsibility for enhancing their own health.	Students explain an insufficient variety of ways individuals can take responsibility for enhancing their own health.
DISEASE AND ILLNESS				
9-12.2.4 Explain the importance of regular physical examinations (e.g., self-examination of breasts or testicles and physical examination by a physician) in detecting and treating diseases early	Students explain the importance of regular physical examinations in detecting and treating diseases early with substantial detail.	Students explain the importance of regular physical examinations in detecting and treating diseases early with sufficient detail.	Students explain the importance of regular physical examinations in detecting and treating diseases early with sketchy detail.	Students explain importance of regular physical examinations in detecting and treating diseases early with little or no detail.
9-12.2.5 Describe how prevention and treatment of health problems are influenced by research and medical advances (e.g., recent improvements in the treatment of cancer, diabetes, and heart disease; advanced surgical techniques; HIV/AIDS)	Students describe how prevention and treatment of health problems are influenced by research and medical advances with substantial detail.	Students describe how prevention and treatment of health problems are influenced by research and medical advances with sufficient detail.	Students describe how prevention and treatment of health problems are influenced by research and medical advances with sketchy detail.	Students describe how prevention and treatment of health problems are influenced by research and medical advances 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
<p>9-12.2.6 Describe the social and economic effects of disease on individuals, families, and communities (e.g., absenteeism from work and school, loss of income, epidemics of infectious disease)</p> <p>SAFETY AND INJURY PREVENTION</p>	<p>Students describe an extensive variety of social and economic effects of disease on individuals, families, and communities.</p>	<p>Students describe a representative variety of social and economic effects of disease on individuals, families, and communities.</p>	<p>Students describe a limited variety of social and economic effects of disease on individuals, families, and communities.</p>	<p>Students describe an insufficient variety of social and economic effects of disease on individuals, families, and communities.</p>
<p>9-12.2.7 Describe strategies for enhancing health and safety at home, in the community, and in the workplace (e.g., making an emergency evacuation plan for the home, locating and using an Automated External Defibrillator in the community, identifying proper lifting techniques for heavy objects, CPR/first aid training)</p>	<p>Students describe an extensive variety of strategies for enhancing health and safety at home, in the community, and in the workplace.</p>	<p>Students describe a representative variety of strategies for enhancing health and safety at home, in the community, and in the workplace.</p>	<p>Students describe a limited variety of strategies for enhancing health and safety at home, in the community, and in the workplace.</p>	<p>Students describe an insufficient variety of strategies for enhancing health and safety at home, in the community, and in the workplace.</p>

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 9–12				
EXTERNAL INFLUENCES ON HEALTH				
9-12.3.1 Explain how the community can influence the health of individuals (e.g., health information offered through community organizations, volunteer work at hospitals, community food banks)	Students provide an insightful explanation of how the community can influence the health of individuals.	Students provide a relevant explanation of how the community can influence the health of individuals.	Students provide a superficial explanation of how the community can influence the health of individuals.	Students provide an irrelevant explanation of how the community can influence the health of individuals.
9-12.3.2 Describe how cultural diversity enriches and challenges health behaviors (e.g., cultural differences related to health care and the treatment of disease, various food sources of nutrients available in different cultural and ethnic cuisines)	Students describe how cultural diversity enriches and challenges health behaviors with substantial detail.	Students describe how cultural diversity enriches and challenges health behaviors with sufficient detail.	Students describe how cultural diversity enriches and challenges health behaviors with sketchy detail.	Students describe how cultural diversity enriches and challenges health behaviors with little or no detail.
9-12.3.3 Explain how public health policies and government regulations (e.g., food and drug labeling, safe food handling and production regulations, community immunization programs, regulations regarding waste disposal) influence health	Students provide an insightful explanation of how public health policies and government regulations influence health.	Students provide a relevant explanation of how public health policies and government regulations influence health.	Students provide a superficial explanation of how public health policies and government regulations influence health.	Students provide an irrelevant explanation of how public health policies and government regulations influence health.
HEALTH AND THE ENVIRONMENT				
9-12.3.4 Evaluate how a physical environment influences the health of individuals and the community (e.g., the application of pesticides and herbicides on agricultural products; environmental issues that affect the water supply and nutritional quality of food)	Students provide an insightful evaluation of how a physical environment influences the health of individuals and the community.	Students provide a relevant evaluation of how a physical environment influences the health of individuals and the community.	Students provide a superficial evaluation of how a physical environment influences the health of individuals and the community.	Students provide an irrelevant evaluation of how a physical environment influences the health of individuals and the community.

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 9–12				
INTERPERSONAL COMMUNICATION				
9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health)	Students apply effective verbal and nonverbal communication skills to enhance health with ease.	Students apply effective verbal and nonverbal communication skills to enhance health with minimal difficulty.	Students apply effective verbal and nonverbal communication skills to enhance health with difficulty.	Students apply effective verbal and nonverbal communication skills to enhance health with little or no success.
CONFLICT RESOLUTION				
9-12.4.2 Apply refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks	Students apply refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks with ease.	Students frequently demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks with minimal difficulty.	Students sometimes demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks with difficulty.	Students rarely demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks with little or no success.
9-12.4.3 Explain why a particular strategy (e.g., role-play/group situations) is appropriate for a given situation (e.g., preventing, managing, or resolving interpersonal conflicts)	Students provide an insightful explanation of why a particular strategy is appropriate for a given situation.	Students provide a relevant explanation of why a particular strategy is appropriate for a given situation.	Students provide a superficial explanation of why a particular strategy is appropriate for a given situation.	Students provide an irrelevant explanation of why a particular strategy is appropriate for a given situation..

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 9–12				
GOAL SETTING				
9-12.5.1 Develop a life-long plan to sustain personal health (e.g., remaining drug-free, maintaining safe levels of cholesterol and blood pressure)	Students develop a comprehensive life-long plan to sustain personal health.	Students develop a relevant life life-long to sustain personal health.	Students develop a superficial life life-long to sustain personal health.	Students develop an irrelevant life life-long to sustain personal health.
9-12.5.2 Assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal	Students insightfully assess a personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal.	Students assess a relevant personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal.	Students superficially assess a personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal.	Students assess an irrelevant personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal.
DECISION MAKING				
9-12.5.3 Apply the decision making process (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome) as it relates to a healthy lifestyle	Students insightfully apply the decision making process as it relates to a healthy lifestyle.	Students apply the decision making process as it relates to a healthy lifestyle.	Students superficially apply a decision making process as it relates to a healthy lifestyle.	Students apply an irrelevant decision making process as it relates to a healthy lifestyle.
9-12.5.4 Identify situations (e.g., fluoridated water in a community, television ratings in the home, natural disasters) that require individuals to work together in a collaborative decision-making process	Students identify an extensive variety of situations that require individuals to work together in a collaborative decision making process.	Students identify a representative variety of situations that require individuals to work together in a collaborative decision making process.	Students identify a limited variety of situations that require individuals to work together in a collaborative decision making process.	Students identify an insufficient variety of situations that require individuals to work together in a collaborative decision-making process.
9-12.5.5 Compare the short and long term impacts of alternative choices (e.g., pop vs. water, smoking vs. nonsmoking, wearing a seatbelt vs. not wearing a seatbelt, abstinence vs. sexual activity) in health-related situations	Students compare the short and long term impacts of alternative choices in health-related situations with substantial detail.	Students compare the short and long term impacts of alternative choices in health-related situations with sufficient detail.	Students compare the short and long term impacts of alternative choices in health-related situations with sketchy detail.	Students compare the short and long term impacts of alternative choices in health-related situations with little or no detail.

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
9-12.5.6 Explain consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs (e.g., adverse consequences for individuals, families, and the community)	Students provide an insightful explanation of consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs.	Students provide a relevant explanation of consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs.	Students provide a superficial explanation of consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs.	Students provide an irrelevant explanation of consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs.

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 9–12				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
9-12.6.1 Describe situations (e.g., diabetes, chronic depression, prenatal and postnatal care, alcohol or drug related problems, child abuse) that require professional health services in the areas of prevention, treatment, and rehabilitation	Students describe an extensive variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation.	Students describe a representative variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation.	Students describe a limited variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation.	Students describe an insufficient variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation.
9-12.6.2 Describe resources (e.g., reputable internet sites such as Centers for Disease Control, Surgeon General, and National Institute of Health, Chamber of Commerce, or public health organizations) to access valid and reliable health information, products, and services both in and outside of the community	Students describe an extensive variety of resources to access valid and reliable health information, products, and services both in and outside the community.	Students describe a representative variety of resources to access valid and reliable health information, products, and services both in and outside the community.	Students describe a limited variety of resources to access valid and reliable health information, products, and services both in and outside the community.	Students describe an insufficient variety of resources to access valid and reliable health information, products, and services both in and outside the community.
9-12.6.3 Describe one's financial responsibility for health care services (e.g., health insurance coverage, deductibles, premiums, care options)	Students describe one's financial responsibility for health care services with substantial detail.	Students describe one's financial responsibility for health care services with sufficient detail.	Students describe one's financial responsibility for health care services with sketchy detail.	Students describe one's financial responsibility for health care services with little or no detail.
SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
9-12.6.4 Identify local, state, federal, and private agencies (e.g., Food and Drug Administration [FDA], Environmental Protection Agency [EPA], United States Department of Agriculture [USDA], North Dakota Department of Health, North Dakota Attorney General's Office, and County Health) that protect and inform consumers	Students identify an extensive variety of local, state, federal, and private agencies that protect and inform consumers.	Students identify a representative variety of local, state, federal, and private agencies that protect and inform consumers.	Students identify a limited variety of local, state, federal, and private agencies that protect and inform consumers.	Students identify an insufficient variety of local, state, federal, and private agencies that protect and inform consumers.

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
9-12.6.5 Determine criteria (e.g., costs and benefits, consumer guide, advice from health professionals, the media) used to evaluate health information, products, and services (e.g., research using medical journals, consumer health sources, research institutes)	Students determine insightful criteria used to evaluate health information, products, and services.	Students determine relevant criteria used to evaluate health information, products, and services.	Students determine superficial criteria used to evaluate health information, products, and services.	Students determine irrelevant criteria used to evaluate health information, products, and services.
9-12.6.6 Evaluate resources, products, and services based on appropriate criteria (e.g., costs and benefits), consumer guides, and advice from health professionals.	Students provide an insightful evaluation of resources, products, and services based on appropriate criteria, consumer guides, and advice from health professionals.	Students provide a relevant evaluation of resources, products, and services based on appropriate criteria, consumer guides, and advice from health professionals.	Students provide a superficial evaluation of resources, products, and services based on appropriate criteria, consumer guides, and advice from health professionals.	Students provide an irrelevant evaluation of resources, products, and services based on appropriate criteria, consumer guides, and advice from health professionals.

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 9–12				
ADVOCATING FOR HEALTH				
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.

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

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9-12.7.5 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.
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.