

North Dakota Health Content and Achievement Standards

Grades K–12

August 2008

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
Kindergarten				
HUMAN GROWTH AND DEVELOPMENT				
K.1.1 Describe physical changes (e.g., teeth, hair, height, weight, coordination) that occur from infancy through adulthood	Students describe physical changes that occur from infancy through adulthood with substantial detail.	Students describe physical changes that occur from infancy through adulthood with sufficient detail.	Students describe physical changes that occur from infancy through adulthood with sketchy detail.	Students describe physical changes that occur from infancy through adulthood with little or no detail.
BODY SYSTEMS				
K.1.2 Locate basic parts of the human body (e.g., heart, lungs, muscles, eyes, ears)	Students locate basic parts of the human body with few, if any, errors.	Students locate basic parts of the human body with no significant errors.	Students locate basic parts of the human body with limited significant errors.	Students locate basic parts of the human body 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
Kindergarten				
PERSONAL HEALTH				
K.2.1 Identify behaviors that contribute to emotional, social, and physical health (e.g., healthy eating, physical activity, sleep, personal hygiene, avoiding second hand smoke)	Students identify an extensive variety of behaviors that contribute to emotional, social, and physical health.	Students identify a representative variety of behaviors that contribute to emotional, social, and physical health.	Students identify a limited variety of behaviors that contribute to emotional, social, and physical health.	Students identify an insufficient variety of behaviors that contribute to emotional, social, and physical health.
K.2.2 Identify potentially dangerous situations and ways to avoid personal harm (e.g., fire-don't play with matches, water-be with an adult, traffic-stay out of streets, medicine-take from a trusted adult, strangers- just say "No")	Students identify an extensive variety of potentially dangerous situations and ways to avoid personal harm.	Students identify a representative variety of potentially dangerous situations and ways to avoid personal harm.	Students identify a limited variety of potentially dangerous situations and ways to avoid personal harm.	Students identify an insufficient variety of potentially dangerous situations and ways to avoid personal harm.
DISEASE AND ILLNESS				
K.2.3 Describe a variety of ways to prevent the spreading of illnesses (e.g., washing hands, covering mouth, using tissues)	Students describe an extensive variety of ways to prevent the spreading of illnesses.	Students describe in a representative variety of ways to prevent the spreading of illnesses.	Students describe a limited variety of ways to prevent the spreading of illnesses.	Students describe an insufficient variety of ways to prevent the spreading of illnesses.
K.2.4 Identify the types of check-ups (e.g., dental, vision, hearing, speech, wellness checks) needed for maintaining a healthy body	Students identify an extensive variety of types of check-ups needed for maintaining a healthy body.	Students identify a representative variety of check-ups needed for maintaining a healthy body.	Students identify a limited variety of types of check-ups needed for maintaining a healthy body.	Students identify an insufficient variety of types of check-ups needed for maintaining a healthy body.
SAFETY AND INJURY PREVENTION				
K.2.5 Describe the safety rules / procedures used in home, school, and community settings (e.g., school drills, fire and tornado drills, water safety rules, calling 911 for emergencies, classroom rules, playground rules)	Students describe an extensive variety of safety rules / procedures used in home, school, and community settings.	Students describe a representative variety of safety rules / procedures used in home, school, and community settings.	Students describe a limited variety of safety rules/ procedures used in home, school, and community settings.	Students describe an insufficient variety of safety rules / procedures used in home, school, and community settings.

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
Kindergarten				
EXTERNAL INFLUENCES ON HEALTH				
K.3.1 Identify ways in which to keep the environment clean and healthy (e.g., participate in Earth Day activities, avoid littering, become aware of the Reduce/Reuse/Recycle Program)	Students identify an extensive variety of ways to keep the environment clean and healthy.	Students identify a representative variety of ways to keep the environment clean and healthy.	Students identify a limited variety of ways to keep the environment clean and healthy.	Students identify an insufficient variety of ways to keep 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
Kindergarten				
INTERPERSONAL COMMUNICATION K.4.1 Identify healthy ways to express needs, wants, feelings, and emotions (e.g., discuss how you are a special person, listen, take turns, happy-laugh, happy-cry, sad-cry)	Students identify an extensive variety of healthy ways to express needs, wants, feelings, and emotions.	Students identify a representative variety of healthy ways to express needs, wants, feelings, and emotions.	Students identify a limited variety of healthy ways to express needs, wants, feelings, and emotions.	Students identify an insufficient variety of healthy ways to express needs, wants, feelings, and emotions.
CONFLICT RESOLUTION K.4.2 Identify ways to seek help when feeling threatened (e.g., strangers-yell and seek help from trusted adult, bullies/cliques/gangs-see help from a trusted adult)	Students identify an extensive variety of ways to seek help when feeling threatened.	Students identify a representative variety of ways to seek help when feeling threatened.	Students identify a limited variety of ways to seek help when feeling threatened.	Students identify an insufficient variety of ways to seek help when feeling threatened.

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
Kindergarten				
GOAL SETTING K.5.1 Describe a short term personal health goal (e.g., nutritious choices, physical activity time per day)	Students describe a short term personal health goal with substantial detail.	Students describe a short term personal health goal with sufficient detail.	Students describe a short term personal health goal with sketchy detail.	Students describe a short term personal health goal with little or no detail.
ASSISTANCE WITH DECISIONS AND GOALS K.5.2 Identify when to ask for help in making health-related decisions (e.g., universal precaution procedures, bumps, bruises, falls)	Students identify when to ask for help in making health-related decisions with few, if any, errors.	Students identify when to ask for help in making health-related decisions with no significant errors.	Students identify when to ask for help in making health-related decisions with limited significant errors.	Students identify when to ask for help in making health-related decisions 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
Kindergarten				
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>K.6.1 Identify the basic tasks of community health service providers (e.g., doctors, nurses, firefighters, police)</p>	Students identify an extensive variety of basic tasks of community health service providers.	Students identify a representative variety of basic tasks of community health service providers.	Students identify a limited variety of basic tasks of community health service providers.	Students identify an insufficient variety of basic tasks of community health service providers.

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
Kindergarten				
ADVOCATING FOR HEALTH K.7.1 Identify positive health choices (e.g., eat fruits and vegetables, physical activity with friends, use medicine safely)	Students identify an extensive variety of positive health choices.	Students identify a representative variety of positive health choices.	Students identify a limited variety of positive health choices.	Students identify an insufficient variety of positive health choices.