



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

**North Dakota
Health Content Standards
K-12
2026**

North Dakota Department of Public Instruction
Levi Bachmeier, State Superintendent
600 East Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440
www.nd.gov/dpi

DOCUMENT REVISION LOG

Date Revised	Description of Revision	Page

DRAFTS

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NORTH DAKOTA HEALTH CONTENT STANDARDS WRITING COMMITTEE

- Austin Eichmann, Bismarck Public Schools
- Kristen Hahne, Bismarck Public Schools
- Chelsea Hendricks, West Fargo Public Schools
- Dr. Rachel Johnson Krug, University of Mary
- Lori Kalash, West Fargo Public Schools
- Dr. Betsy Kanz, University of Mary
- Kate Klootwyk, Bismarck Public Schools
- Heather Kramer, Wyndmere Public Schools
- Brittany Kuester, Bismarck Public Schools
- Nicole Lindgren, Minot Public Schools
- Mary Beth Pilon, Central Cass Public Schools
- Michael Rizzo, Tioga Public Schools
- Pam Schmiedeberg, Jamestown Public Schools
- Nicole Seyfried, West Fargo Public Schools
- Leah Swedberg, West Fargo Public Schools
- Madalyn Vaudrin, Central Cass Public Schools
- Robin Wacha, Fargo Public Schools

PROJECT SUPPORT STAFF

North Dakota Department of Public Instruction (NDDPI), ND Department of Health and Human Services (NDDHHS), and Northeast Education Services Cooperative (NESC)

- Davonne Eldredge, NDDPI
- Robin Lang, Consultant, former NDDPI
- Shannon Sorenson, NDDPI
- Jen Withers, NDDPI
- Erin Lacina, NESC
- Heather Kapella, NDDHHS
- Kara Hickel, NDDHHS
- Melissa Markegard, NDDHHS
- Sarah Massey, NDDHHS
- Beth Oestreich, NDDHHS
- Mallory Sattler, NDDHHS
- Sarah Scott, NDDHHS
- Mikaela Schlosser, NDDHHS
- Kayla Stastny, NDDHHS

NORTH DAKOTA HEALTH CONTENT STANDARDS REVIEW COMMITTEE

- Dr. Penny Briese, ND Nurses Association
- Justin Waco Goodnight, McKenzie County Health Systems, Inc.
- Dr. Kristen Ford, Concordia College (Moorhead)
- Kathryn Tolstad, Westhope Public School

SUPERINTENDENT'S FOREWORD

DRAFT 2

INTRODUCTION

Health education is essential for addressing challenges facing young people, including mental health, substance use, risky behaviors, and issues related to digital wellness. In an increasingly digital world, effective instruction equips learners with the knowledge and skills to make healthy choices in both physical and online environments, helping to reduce potential risks.

Health knowledge and skills are vital assets that learners must develop to exert control over their health and make informed decisions. Schools provide the knowledge, experiences, and guidance necessary for learners to obtain, interpret, and understand health information and services. Learners will apply this knowledge to enhance their well-being and reduce health risks. Educators play a central role in laying the foundation for learners who can adopt and maintain healthy behaviors throughout their lives.

When learners are healthy, they are better equipped to focus, regulate their behavior, manage stress, and build positive relationships to support stronger academic performance and fewer behavioral challenges. A comprehensive health education program ensures that all learners gain the skills, knowledge, and dispositions necessary to pursue healthy lifestyles. By fostering competence, enthusiasm, and engagement, schools can make health education a meaningful and rewarding experience.

Learners who participate in effective instruction acquire essential health skills that support the adoption and maintenance of health-enhancing behaviors throughout their lives. The standards highlight what students should know and be able to do upon graduation. They serve as a guide for educators and districts to develop curriculum that suits the needs of their communities.

The revision of the North Dakota Health Content Standards was a multi-phase process used to create a guide for curriculum development. The North Dakota Department of Public Instruction established a statewide committee through an application process that included teachers, administrators, and higher education faculty. Over eight sessions, the committee developed a new set of standards. The committee began by reviewing state and national standards, including other state standards. The work was guided by current disciplinary knowledge and research in health education, including national and state health standards and statistical data related to the health of North Dakota youth. Drawing from the information gained from those documents, the committee drafted the initial North Dakota Health Content Standards. Input from public comments, as well as a review by the content standards review committee, was used to inform the development of the new standards. The committee began their work in October 2025 and completed the development of the new standards in April 2026.

HOW TO READ THE STANDARDS

The standards are organized into eight main categories:

1. Health Concepts
2. Analyze Influences
3. Access and Evaluate Information
4. Communication
5. Goal Setting
6. Decision Making
7. Self-Management
8. Advocacy

These categories are broken into individual standards. The standards are divided into individual grade levels in grades K-5. The middle and high school standards consist of one set of standards for each level to provide flexibility.

At the beginning of each level of standards, the committee has placed a description of the core components of health embedded into the standards. A summary of the standards at each level is included following the description.

Throughout the document, the committee placed terms defined in the glossary in bold-faced type.

Health Concepts	
<i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance the health of self and others.</i>	
Standard	Clarification
2.HC.1 Explain why health-promoting behaviors are important for well-being.	This may include respecting personal space, wearing protective gear, being responsible, getting enough sleep, being active for at least 60 minutes a day.
2.HC.2 Identify ways to prevent or reduce risks of illnesses and injuries to self and others.	This includes personal, home, social, and environmental safety and emergency preparedness (e.g., tornado drills, fire escape plans, and basic first aid). This will also include the impact of risky behavior, hygiene, stress management, recognizing unsafe conditions, setting boundaries, and resolving conflicts peacefully.
2.HC.3 Identify behaviors of healthy relationships.	This may include identifying age-appropriate behaviors that support healthy relationships, such as showing respect, communicating feelings, cooperating, setting boundaries, and resolving conflicts peacefully.

CODING EXAMPLE

2 – Grade Level

HC – Category

1 – Standard Number

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Core Components of Health Education

The components in this document address National Health Education Standards, Common Health Education Content Areas, Risk Behaviors, and Dimensions of Health. The six risk behaviors contribute to the leading causes of death, disability, and social problems in the United States.

NHES
NATIONAL HEALTH EDUCATION STANDARDS

- Analyze influences
- Access valid health information
- Communication skills
- Decision making
- Goal setting
- Practice health enhancing behaviors
- Advocacy

COMMON HEALTH EDUCATION
CONTENT AREAS

- Community Health
- Consumer Health
- Environmental Health
- Family Life (incl. Social Health)
- Mental/Emotional Health
- Injury Prevention/Safety
- Nutrition
- Personal Health & Growth/Development
- Prevention/Control of Disease
- Substance Use/Abuse

CDC RISK BEHAVIORS
CENTERS FOR DISEASE CONTROL & PREVENTION

- Unintentional & intentional injury behaviors
- Tobacco use
- Alcohol & other drug use
- Inadequate dietary behaviors
- Inadequate physical activity
- Sexual behaviors
(HIV, STIs, unintended pregnancy)

DIMENSIONS OF WELLNESS
EIGHT DIMENSIONS OF HOLISTIC HEALTH

- Emotional
- Environmental
- Financial
- Intellectual
- Mental
- Physical
- Social
- Spiritual

KINDERGARTEN

NDCC Requirements

15.1-21-01 Health includes physiology, hygiene, disease control, nature, and the effects of alcohol, tobacco, and narcotics.
15.1-19-20 Bullying Prevention

Health Education Concepts

Community and Consumer Health
Environmental Health
Family Life
Mental/Emotional Health
Injury Prevention/Safety
Nutrition
Personal Health
Prevention/Disease Control
Substance Use/Abuse

2026 North Dakota Health Education Standards Overview

Health Concepts	<p>K.HC.1 Identify examples of each basic dimension of wellness (e.g., physical, mental, social).</p> <p>K.HC.2 Recognize ways to prevent or reduce risks of illnesses and injuries.</p> <p>K.HC.3 Identify behaviors that show kindness and respect in relationships.</p>
Analyze Influences	K.AI.1 Recognize factors that influence health.
Access and Evaluate Information	K.AE.1 Identify trusted adults and other individuals who support health (e.g., family members, friends).
Communication	<p>K.C.1 Demonstrate ways to express kindness and compassion.</p> <p>K.C.2 Recognize ways to communicate and respect the boundaries of self and others.</p>
Goal Setting	K.GS.1 Identify a goal that supports health.
Decision Making	K.DM.1 Identify healthy choices (e.g., nutrition, use a bicycle helmet, hand washing).
Self-Management	K.SM.1 Identify health behaviors to avoid or reduce risk (e.g., hand washing after using the bathroom or before eating).
Advocacy	K.A.1 Request assistance to support personal health (e.g., ask for a break, ask for help).

*See following pages for Kindergarten Standards clarifications.

Kindergarten

Health Concepts

Learners will comprehend core concepts related to health knowledge and **disease** prevention to promote and enhance their health.

Standard	Clarification
K.HC.1 Identify examples of each basic dimension of wellness .	This may include selecting age-appropriate dimensions of wellness , such as those from the Health Triangle or Wellness Wheel .
K.HC.2 Recognize ways to prevent or reduce risks of illnesses and injuries.	This includes personal, home, social, and environmental safety and emergency preparedness (e.g., tornado drills, fire escape plans, and basic first aid). This will also include the impact of risky behavior, hygiene, stress management, recognizing unsafe conditions, substance abuse risks, etc.
K.HC.3 Identify behaviors that show kindness and respect in relationships.	This may include identifying age-appropriate behaviors that demonstrate kindness and respect, such as sharing, taking turns, using kind words, listening, and helping others.

Analyze Influences

Learners will analyze the influence of family, peers, **culture, media**, technology, and other factors on health **behaviors**.

Standard	Clarification
K.AI.1 Recognize factors that affect health.	This may include teaching about factors like nutrition, activity, sleep, hygiene, and emotions that affect health.

Access and Evaluate Information

Learners will demonstrate the ability to access **valid health information** about products and services to make informed decisions that enhance the health of self and others.

Standard	Clarification
K.AE.1 Identify trusted adults and other individuals who support health.	This may include family members, friends, teachers, and daycare providers.

Communication

Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.

Standard	Clarification
K.C.1 Demonstrate ways to express kindness and compassion.	This may be practiced through role-play and implemented into classroom routines.
K.C.2 Recognize ways to communicate and respect the boundaries of self and others.	This may include keeping hands and body to oneself, reading body language ("I don't like hugs."), consent , verbal and nonverbal communication /cues.

Kindergarten

Goal Setting

Learners will demonstrate both long- and short-term goal-setting skills to enhance health.

Standard	Clarification
K.GS.1 Identify a goal that supports health.	This may include getting more sleep, eating more nutritious food, and having more outside playtime, etc.

Decision Making

Learners will demonstrate decision-making skills to enhance health.

Standard	Clarification
K.DM.1 Identify healthy choices.	This may include hand washing, bicycle helmet use, and eating fruit and vegetables.

Self-Management

*Learners will demonstrate health-enhancing **behaviors** and avoid or reduce health risks.*

Standard	Clarification
K.SM.1 Identify health behaviors to avoid or reduce risk.	This may include hand washing after using the bathroom or before eating.

Advocacy

Learners will demonstrate the ability to advocate for personal, family, and community health.

Standard	Clarification
K.A.1 Request assistance to support personal health.	This may include asking a teacher for water, a break, or help with a health-related need (e.g., to go to the nurse).



Core Components of Health Education

The components in this document address National Health Education Standards, Common Health Education Content Areas, Risk Behaviors, and Dimensions of Health. The six risk behaviors contribute to the leading causes of death, disability, and social problems in the United States.

NHES
NATIONAL HEALTH EDUCATION STANDARDS

- Analyze influences
- Access valid health information
- Communication skills
- Decision making
- Goal setting
- Practice health enhancing behaviors
- Advocacy

COMMON HEALTH EDUCATION
CONTENT AREAS

- Community Health
- Consumer Health
- Environmental Health
- Family Life (incl. Social Health)
- Mental/Emotional Health
- Injury Prevention/Safety
- Nutrition
- Personal Health & Growth/Development
- Prevention/Control of Disease
- Substance Use/Abuse

CDC RISK BEHAVIORS
CENTERS FOR DISEASE CONTROL & PREVENTION

- Unintentional & intentional injury behaviors
- Tobacco use
- Alcohol & other drug use
- Inadequate dietary behaviors
- Inadequate physical activity
- Sexual behaviors
(HIV, STIs, unintended pregnancy)

DIMENSIONS OF WELLNESS
EIGHT DIMENSIONS OF HOLISTIC HEALTH

- Emotional
- Environmental
- Financial
- Intellectual
- Mental
- Physical
- Social
- Spiritual

GRADE 1

NDCC Requirements

15.1-21-01 Health includes physiology, hygiene, disease control, nature, and the effects of alcohol, tobacco, and narcotics.
15.1-19-20 Bullying Prevention

Health Education Concepts

Community and Consumer Health
Environmental Health
Family Life
Mental/Emotional Health
Injury Prevention/Safety
Nutrition
Personal Health
Prevention/Disease Control
Substance Use/Abuse

2026 North Dakota Health Education Standards Overview

Health Concepts	<p>1.HC.1 Describe health-promoting behaviors for physical, mental, and social health (e.g., brushing teeth, eating nutritious food, wellness checkups, wearing helmets).</p> <p>1.HC.2 Identify ways to prevent or reduce risks of illnesses and injuries to self.</p> <p>1.HC.3 Describe the difference between friendly/helpful behaviors and unfriendly/hurtful behaviors in relationships.</p>
Analyze Influences	1.AI.1 Identify how different factors influence personal health .
Access and Evaluate Information	1.AE.1 Identify trusted adults at school and in the community (e.g., teacher, nurse, police officer, principal).
Communication	<p>1.C.1 Demonstrate ways to express thoughts, feelings, wants, and needs to support the health of self.</p> <p>1.C.2 Identify ways to communicate and respect the boundaries of self and others.</p>
Goal Setting	1.GS.1 Identify actions that support reaching a health-related goal.
Decision Making	1.DM.1 Identify options when making a health-related decision.
Self-Management	1.SM.1 Demonstrate health behaviors to avoid or reduce risk (e.g., eating fruit and vegetables, getting enough sleep, brushing teeth).
Advocacy	1.A.1 Identify a variety of ways to support others in making health-promoting choices (e.g., offering a tissue to a classmate, asking for a snack if hungry).

See following pages for Grade 1 Standards clarifications.

Grade 1

Health Concepts

Learners will comprehend core concepts related to health knowledge and **disease** prevention to promote and enhance the health of self and others.

Standard	Clarification
1.HC.1 Describe health-promoting behaviors for physical, mental, and social health .	This may include brushing teeth, choosing a healthy snack, wearing a helmet, going to see a doctor or dentist, taking deep breaths when upset, playing fairly, trying when something feels hard, etc.
1.HC.2 Identify ways to prevent or reduce risks of illnesses and injuries to self.	This includes personal, home, social, and environmental safety and emergency preparedness (e.g., tornado drills, fire escape plans, and basic first aid). This will also include the impact of risky behavior, hygiene, stress management, recognizing unsafe conditions, substance use risks, etc.).
1.HC.3 Describe the difference between friendly/helpful behaviors and unfriendly/hurtful behaviors in relationships.	This may include describing age-appropriate examples of friendly and helpful behaviors versus unfriendly or hurtful behaviors in relationships, such as including others, using kind words, sharing, teasing, or excluding peers.

Analyze Influences

Learners will analyze the influence of family, peers, **culture, media**, technology, and other factors on health **behaviors**.

Standard	Clarification
1.AI.1 Identify how different factors influence personal health .	This may include a focus on recognizing how people, places, and daily choices influence personal health.

Access and Evaluate Information

Learners will demonstrate the ability to access **valid health information** about products and services the make informed decisions that enhance the health of others and self.

Standard	Clarification
1.AE.1 Identify trusted adults at school and in the community.	This may include teachers, principals, nurses, police officers, and firefighters.

Grade 1

Communication

Learners will demonstrate **communication** skills to enhance health and avoid or reduce health risks.

Standard	Clarification
1.C.1 Demonstrate ways to express thoughts, feelings, wants, and needs to support the health of self.	This may include practice through role-play implemented into classroom routines.
1.C.2 Identify ways to communicate and respect the boundaries of self and others.	This may include reading body language ("I don't like hugs."), using kind words, asking before touching, and taking items.

Goal Setting

Learners will demonstrate both long- and short-term goal-setting skills to enhance health.

Standard	Clarification
1.GS.1 Identify actions that support reaching a health-related goal.	This may include health goals such as getting more sleep, eating more nutritious food, and having more outside playtime, etc.

Decision Making

Learners will demonstrate decision-making skills to enhance health.

Standard	Clarification
1.DM.1 Identify options when making a health-related decision.	This may include washing hands before eating, wearing a helmet when riding a bike, and choosing water over soda to stay hydrated.

Self-Management

Learners will demonstrate health-enhancing **behaviors** and avoid or reduce health risks

Standard	Clarification
1.SM.1 Demonstrate health behaviors to avoid or reduce risk.	This may include eating fruit and vegetables, getting enough sleep, and brushing teeth.

Advocacy

Learners will demonstrate the ability to advocate for personal, family, and community health.

Standard	Clarification
1.A.1 Identify a variety of ways to support others in making health-promoting choices.	This may include recognizing when one or one's friend needs help and asking for assistance politely (e.g., offering a tissue to a classmate or asking for a snack if hungry).



Core Components of Health Education

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NHES

NATIONAL HEALTH EDUCATION STANDARDS

- Analyze influences
- Access valid health information
- Communication skills
- Decision making
- Goal setting
- Practice health enhancing behaviors
- Advocacy

COMMON HEALTH EDUCATION

CONTENT AREAS

- Community Health
- Consumer Health
- Environmental Health
- Family Life (incl. Social Health)
- Mental/Emotional Health
- Injury Prevention/Safety
- Nutrition
- Personal Health & Growth/Development
- Prevention/Control of Disease
- Substance Use/Abuse

CDC RISK BEHAVIORS

CENTERS FOR DISEASE CONTROL & PREVENTION

- Unintentional & intentional injury behaviors
- Tobacco use
- Alcohol & other drug use
- Inadequate dietary behaviors
- Inadequate physical activity
- Sexual behaviors
(HIV, STIs, unintended pregnancy)

DIMENSIONS OF WELLNESS

EIGHT DIMENSIONS OF HOLISTIC HEALTH

- Emotional
- Environmental
- Financial
- Intellectual
- Mental
- Physical
- Social
- Spiritual

GRADE 2

NDCC Requirements

15.1-21-01 Health includes physiology, hygiene, disease control, nature, and the effects of alcohol, tobacco, and narcotics.
15.1-19-20 Bullying Prevention

Health Education Concepts

Community and Consumer Health
Environmental Health
Family Life
Mental/Emotional Health
Injury Prevention/Safety
Nutrition
Personal Health
Prevention/Disease Control
Substance Use/Abuse

2026 North Dakota Health Education Standards Overview

Health Concepts	<p>2.HC.1 Explain why health-promoting behaviors are important for well-being.</p> <p>2.HC.2 Identify ways to prevent or reduce risks for illnesses and injuries to self and others.</p> <p>2.HC.3 Identify behaviors of healthy relationships.</p>
Analyze Influences	2.AI.1 Describe how different factors influence health.
Access and Evaluate Information	2.AE.1 Demonstrate when and how to seek help from others at home, at school, or in the community.
Communication	<p>2.C.1 Use active listening skills in a variety of situations.</p> <p>2.C.2 Identify communication skills and strategies to use if uncomfortable, unsafe, or harmed.</p>
Goal Setting	2.GS.1 Initiate steps to achieve a health-related goal.
Decision Making	2.DM.1 Identify consequences of health-related choices.
Self-Management	2.SM.1 Demonstrate health and safety routines (e.g., bedtime, decrease screen time, use a seatbelt).
Advocacy	2.A.1 Encourage others to make health-promoting choices (e.g., choosing healthy options, reminding peers of safety rules, practicing handwashing routines together).

See following pages for Grade 2 Standards clarifications.

Grade 2

Health Concepts

Learners will comprehend core concepts related to health knowledge and **disease** prevention to promote and enhance the health of self and others.

Standard	Clarification
2.HC.1 Explain why health-promoting behaviors are important for well-being.	This may include respecting personal space, wearing protective gear, being responsible, getting enough sleep, being active for at least 60 minutes a day.
2.HC.2 Identify ways to prevent or reduce risks of illnesses and injuries to self and others.	This includes personal, home, social, and environmental safety and emergency preparedness (e.g., tornado drills, fire escape plans, and basic first aid). This will also include the impact of risky behavior, hygiene, stress management, recognizing unsafe conditions, setting boundaries, and resolving conflicts peacefully.
2.HC.3 Identify behaviors of healthy relationships.	This may include identifying age-appropriate behaviors that support healthy relationships, such as showing respect, communicating feelings, cooperating, setting boundaries, and resolving conflicts peacefully.

Analyze Influences

Learners will analyze the influence of family, peers, **culture, media**, technology, and other factors on health **behaviors**.

Standard	Clarification
2.AI.1 Describe how different factors influence health.	This may include a focus on explaining how relationships, environments, and everyday factors shape a person's overall health.

Access and Evaluate Information

Learners will demonstrate the ability to access **valid health information** about products and services to make informed decisions that enhance the health of self and others.

Standard	Clarification
2.AE.1 Demonstrate when and how to seek help from others at home, at school, or in the community.	This may include examples such as "When there is an emergency, how to ask for help using simple language," or "When you are in need, find an adult and ask for help."

Grade 2

Communication	
<i>Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.</i>	
Standard	Clarification
2.C.1 Use active listening skills in a variety of situations.	Active listening skills include: <ul style="list-style-type: none"> • Focus: Face the speaker and make eye contact. • Show attention: Use body language and small verbal cues (e.g., nod, saying "okay"). • Clarify: Ask questions or restate what was heard. • Respond: Wait your turn and reply respectfully. • Remember: Think about what was said and follow through if needed.
2.C.2 Identify communication skills and strategies to use if uncomfortable, unsafe, or harmed.	This may include using role-play, sentence stems, and includes the use of "I" statements, saying "no" firmly, practicing refusal skills , and telling a trusted adult.
Goal Setting	
<i>Learners will demonstrate both long- and short-term goal-setting skills to enhance health.</i>	
Standard	Clarification
2.GS.1 Initiate steps to achieve a health-related goal.	This may include setting a class-wide health goal and having students self-assess health practices.
Decision Making	
<i>Learners will demonstrate decision-making skills to enhance health.</i>	
Standard	Clarification
2.DM.1 Identify consequences of health-related choices.	This may include "this or that" decisions. For example, providing students with option A or B (e.g., choosing water instead of sugary drinks to stay hydrated, wearing a helmet when riding a bike) and reviewing causes and effects (e.g., if I don't wear my helmet and fall off my bike, I could hurt my head).
Self-Management	
<i>Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks.</i>	
Standard	Clarification
2.SM.1 Demonstrate health and safety routines.	This may include practicing bedtime routines (e.g., bathing, brushing teeth), decreasing screen time, and using seatbelts.
Advocacy	
<i>Learners will demonstrate the ability to advocate for personal, family, and community health.</i>	
Standard	Clarification
2.A.1 Encourage others to make health-promoting choices.	This may include choosing healthy options, reminding peers of safety rules, or practicing handwashing routines together.



Core Components of Health Education

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NHES
NATIONAL HEALTH EDUCATION STANDARDS

- Analyze influences
- Access valid health information
- Communication skills
- Decision making
- Goal setting
- Practice health enhancing behaviors
- Advocacy

COMMON HEALTH EDUCATION
CONTENT AREAS

- Community Health
- Consumer Health
- Environmental Health
- Family Life (incl. Social Health)
- Mental/Emotional Health
- Injury Prevention/Safety
- Nutrition
- Personal Health & Growth/Development
- Prevention/Control of Disease
- Substance Use/Abuse

CDC RISK BEHAVIORS
CENTERS FOR DISEASE CONTROL & PREVENTION

- Unintentional & intentional injury behaviors
- Tobacco use
- Alcohol & other drug use
- Inadequate dietary behaviors
- Inadequate physical activity
- Sexual behaviors
(HIV, STIs, unintended pregnancy)

DIMENSIONS OF WELLNESS
EIGHT DIMENSIONS OF HOLISTIC HEALTH

- Emotional
- Environmental
- Financial
- Intellectual
- Mental
- Physical
- Social
- Spiritual

GRADE 3

NDCC Requirements

15.1-21-01 Health includes physiology, hygiene, disease control, nature, and the effects of alcohol, tobacco, and narcotics.
15.1-19-20 Bullying Prevention

Health Education Concepts

Community and Consumer Health
Environmental Health
Family Life
Mental/Emotional Health
Injury Prevention/Safety
Nutrition
Personal Health
Prevention/Disease Control
Substance Use/Abuse

2026 North Dakota Health Education Standards Overview

Health Concepts	<p>3.HC.1 Describe how health-promoting behaviors impact the dimensions of wellness (e.g., physical, mental, social).</p> <p>3.HC.2 Describe ways to prevent or reduce risks for illnesses and injuries.</p> <p>3.HC.3 Identify behaviors of healthy and unhealthy relationships.</p>
Analyze Influences	<p>3.AI.1 Explain how family, peers, and environment influence the health of self and others.</p>
Access and Evaluate Information	<p>3.AE.1 Determine which trusted adults and health resources are appropriate in various situations.</p>
Communication	<p>3.C.1 Use active listening skills and strategies in a variety of situations.</p> <p>3.C.2 Demonstrate communication and refusal skills to use if uncomfortable, unsafe, or harmed.</p> <p>3.C.3 Recognize strategies to prevent conflict in simple situations.</p>
Goal Setting	<p>3.GS.1 Set a goal and explain how the goal supports health.</p>
Decision Making	<p>3.DM.1 Describe how healthy decisions influence personal health.</p>
Self-Management	<p>3.SM.1 Examine practices and behaviors that support the health of self and others.</p>
Advocacy	<p>3.A.1 Identify advocacy skills and strategies to support health.</p>

See following pages for Grade 3 Standards clarifications.

Grade 3

Health Concepts

Learners will comprehend core concepts related to health knowledge and **disease** prevention to promote and enhance the health of self and others.

Standard	Clarification
3.HC.1 Describe how health-promoting behaviors impact the dimensions of wellness .	This may include applicable and age-appropriate basic dimensions of wellness , such as those outlined in the Health Triangle or Wellness Wheel .
3.HC.2 Describe ways to prevent or reduce risks of illnesses and injuries.	This includes personal, home, social, and environmental safety and emergency preparedness (e.g., tornado drills, fire escape plans, and basic first aid). This will also include the impact of risky behavior, hygiene, stress management, recognizing unsafe conditions, substance use risks, etc.
3.HC.3 Identify behaviors of healthy and unhealthy relationships.	This may include identifying age-appropriate behaviors that support healthy relationships and recognizing behaviors that are unhealthy, such as respect, honesty, cooperation versus disrespect, dishonesty, or bullying.

Analyze Influences

Learners will analyze the influence of family, peers, **culture, media**, technology, and other factors on health behaviors.

Standard	Clarification
3.AI.1 Explain how family, peers, and environment influence the health of self and others.	This may include using role play and sentence stems to explore how family habits, friends' choices, and their environment (school, community, neighborhood) can influence health in positive or negative ways.

Access and Evaluate Information

Learners will demonstrate the ability to access **valid health information** about products and services to make informed decisions that enhance the health of self and others.

Standard	Clarification
3.AE.1 Determine which trusted adults and other health resources are appropriate in various situations.	This may include contacting emergency personnel and accessing one's personal address and contact information for adults.

GRADE 3

Communication

Learners will demonstrate **communication** skills to enhance health and avoid or reduce health risks.

Standard	Clarification
3.C.1 Use active listening skills and strategies in a variety of situations.	This may include paraphrasing, asking clarifying questions, and summarizing. Listening skills may include maintaining eye contact with the speaker, refraining from interrupting, and nodding to show agreement, etc.
3.C.2 Demonstrate communication and refusal skills to use if uncomfortable, unsafe, or harmed.	This may include using role play, sentence stems, and includes the use of "I" statements, saying "no" firmly, practicing refusal skills , and telling a trusted adult.
3.C.3 Recognize strategies to prevent conflict in simple situations.	This may include using "I" statements, cooperating in groups, and planning to prevent disagreements.

Goal Setting

Learners will demonstrate long- and short-term goal-setting skills to enhance health.

Standard	Clarification
3.GS.1 Set a goal and explain how the goal supports health.	This may include setting health goals such as getting more sleep, eating more nutritious foods, increasing outside play time, etc.

Decision Making

Learners will demonstrate decision-making skills to enhance health.

Standard	Clarification
3.DM.1 Describe how healthy decisions influence personal health.	This may include using role play or discussion on topics such as drinking water rather than soda or juice when thirsty or using relaxing strategies such as taking deep breaths or ignoring situations when feeling stressed and how these decisions aid in our overall health.

Self-Management

Learners will demonstrate health-enhancing **behaviors** and avoid or reduce health risks.

Standard	Clarification
3.SM.1 Examine practices and behaviors that support the health of self and others.	This may include comparing the use of hand sanitizer and hand washing, explaining why covering one's mouth when coughing or sneezing prevents germs from spreading, or reminding a friend to use sunscreen.

Grade 3

Advocacy

Learners will demonstrate the ability to advocate for personal, family, and community health.

Standard	Clarification
3.A.1 Identify advocacy skills and strategies to support health.	This may include recognizing ways to speak up for oneself or a peer, such as "I need help," or "Let's do this safely."

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Core Components of Health Education

The components in this document address National Health Education Standards, Common Health Education Content Areas, Risk Behaviors, and Dimensions of Health. The six risk behaviors contribute to the leading causes of death, disability, and social problems in the United States.

NHES
NATIONAL HEALTH EDUCATION STANDARDS

- Analyze influences
- Access valid health information
- Communication skills
- Decision making
- Goal setting
- Practice health enhancing behaviors
- Advocacy

COMMON HEALTH EDUCATION
CONTENT AREAS

- Community Health
- Consumer Health
- Environmental Health
- Family Life (incl. Social Health)
- Mental/Emotional Health
- Injury Prevention/Safety
- Nutrition
- Personal Health & Growth/Development
- Prevention/Control of Disease
- Substance Use/Abuse

CDC RISK BEHAVIORS
CENTERS FOR DISEASE CONTROL & PREVENTION

- Unintentional & intentional injury behaviors
- Tobacco use
- Alcohol & other drug use
- Inadequate dietary behaviors
- Inadequate physical activity
- Sexual behaviors
(HIV, STIs, unintended pregnancy)

DIMENSIONS OF WELLNESS
EIGHT DIMENSIONS OF HOLISTIC HEALTH

- Emotional
- Environmental
- Financial
- Intellectual
- Mental
- Physical
- Social
- Spiritual

GRADE 4

NDCC Requirements

15.1-21-01 Health includes physiology, hygiene, disease control, nature, and the effects of alcohol, tobacco, and narcotics.
15.1-19-20 Bullying Prevention

Health Education Concepts

Community and Consumer Health
Environmental Health
Family Life
Mental/Emotional Health
Injury Prevention/Safety
Nutrition
Personal Health
Prevention/Disease Control
Substance Use/Abuse

2026 North Dakota Health Education Standards Overview

Health Concepts	<p>4.HC.1 Explain ways to practice health-promoting behaviors, including how to manage health conditions.</p> <p>4.HC.2 Describe ways to prevent or reduce risks for illnesses and injuries to self and others.</p> <p>4.HC.3 Identify personal physical changes that occur during puberty.</p> <p>4.HC.4 Explain how healthy and unhealthy relationship behaviors influence the health of self and others.</p>
Analyze Influences	<p>4.AI.1 Explain how different factors can influence health choices of self and others.</p>
Access and Evaluate Information	<p>4.AE.1 Describe home, school, and community resources and how they support health.</p>
Communication	<p>4.C.1 Use verbal and nonverbal communication skills to build understanding.</p> <p>4.C.2 Demonstrate how to seek and/or offer help to support the health of self and others.</p> <p>4.C.3 Recognize strategies to prevent and manage conflict in simple situations.</p>
Goal Setting	<p>4.GS.1 Identify supports and barriers that influence progress toward a health-related goal.</p>
Decision Making	<p>4.DM.1 Select a health-promoting option in a health-related situation and explain why it is a good choice.</p>
Self-Management	<p>4.SM.1 Determine appropriate situations for practices and behaviors that support the health of self and others.</p>
Advocacy	<p>4.A.1 Describe how collaboration and communication support advocacy.</p>

See following pages for Grade 4 Standards clarifications.

Grade 4

Health Concepts

Learners will comprehend core concepts related to health knowledge and **disease** prevention to promote and enhance the health of self and others.

Standard	Clarification
4.HC.1 Explain ways to practice health-promoting behaviors, including how to manage health conditions.	Examples of health conditions include asthma, allergies, epilepsy, diabetes, vision, hearing, anxiety, etc.
4.HC.2 Describe ways to prevent or reduce risks of illnesses and injuries.	This includes personal, home, social, and environmental safety and emergency preparedness (e.g., tornado, drills, fire escape plans, and basic first aid). This will also include the impact of risky behavior, hygiene, stress management, recognizing unsafe conditions, substance use risks, etc.
4.HC.3 Identify personal physical changes that occur during puberty .	This may include focuses on understanding physical changes during puberty (for girls: hair growth, breast budding, pimples, acne, mood swings, height spurt, menstrual cycle; for boys: facial and body hair, voice deepening, genital growth, acne).
4.HC.4 Explain how healthy and unhealthy relationship behaviors influence the health of self and others.	This may include explaining, using age-appropriate examples, how healthy relationship behaviors positively affect feelings, safety, and well-being, and how unhealthy behaviors can cause harm to self or others.

Analyze Influences

Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard	Clarification
4.AI.1 Explain how different factors can influence health choices for self and others.	This may include a discussion of multiple influences in scenarios, creation of a chart depicting how family, friends, or environment affect health, or reflection on choices: "What could I do to stay healthy?"

Access and Evaluate Information

Learners will demonstrate the ability to access **valid health information** about products and services to make informed decisions that enhance the health of self and others.

Standard	Clarification
4.AE.1 Describe home, school, and community resources and how they support health.	This may include identifying information about personal health services (e.g., where one goes to the doctor or dentist), social or emotional lessons, and explaining why health education is important (e.g., why one should eat fruit and vegetables, why exercise is important).

Grade 4

Communication

Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.

Standard	Clarification
4.C.1 Use verbal and nonverbal communication skills to build understanding.	This may include providing peer feedback on classroom skills or activities, applying verbal skills (e.g., restating, asking clarifying questions), and nonverbal skills (e.g., maintaining eye contact, following speaker cues).
4.C.2 Demonstrate how to seek and/or offer help to support the health of self and others.	This may be taught through scripted, yet realistic role-play, using respectful language and being specific with requests for help.
4.C.3 Recognize strategies to prevent and manage conflict in simple situations.	This may include strategies such as using words instead of hands, walking away, asking for help, taking deep breaths, and using polite language.

Goal Setting

Learners will demonstrate long- and short term goal-setting skills to enhance health.

Standard	Clarification
4.GS.1 Identify supports and barriers that affect progress toward a health-related goal.	This may include examples of supports such as friends, family, tools, and routines. Examples of barriers include distractions, lack of time, and unhealthy habits.

Decision Making

Learners will demonstrate decision-making skills to enhance health.

Standard	Clarification
4.DM.1 Select a health-promoting option in a health-related situation and explain why it is a good choice.	This may be taught through healthy choices debates, role-playing "real-life choices," or by using a health decision journal.

Self-Management

*Learners will demonstrate health-enhancing **behaviors** and avoid or reduce health risks.*

Standard	Clarification
4.SM.1 Determine appropriate situations for practices and behaviors that support the well-being of self and others.	This may include explaining when to use hand sanitizer versus washing hands and explaining why each option would be used.

Advocacy

Learners will demonstrate the ability to advocate for personal, family, and community health.

Standard	Clarification
4.A.1 Describe how collaboration and communication support advocacy .	This may include working with peers or adults to address health needs and discussing ideas respectfully.



Core Components of Health Education

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NHES
NATIONAL HEALTH EDUCATION STANDARDS

- Analyze influences
- Access valid health information
- Communication skills
- Decision making
- Goal setting
- Practice health enhancing behaviors
- Advocacy

COMMON HEALTH EDUCATION
CONTENT AREAS

- Community Health
- Consumer Health
- Environmental Health
- Family Life (incl. Social Health)
- Mental/Emotional Health
- Injury Prevention/Safety
- Nutrition
- Personal Health & Growth/Development
- Prevention/Control of Disease
- Substance Use/Abuse

CDC RISK BEHAVIORS
CENTERS FOR DISEASE CONTROL & PREVENTION

- Unintentional & intentional injury behaviors
- Tobacco use
- Alcohol & other drug use
- Inadequate dietary behaviors
- Inadequate physical activity
- Sexual behaviors
(HIV, STIs, unintended pregnancy)

DIMENSIONS OF WELLNESS
EIGHT DIMENSIONS OF HOLISTIC HEALTH

- Emotional
- Environmental
- Financial
- Intellectual
- Mental
- Physical
- Social
- Spiritual

GRADE 5

NDCC Requirements

15.1-21-01 Health includes physiology, hygiene, disease control, nature, and the effects of alcohol, tobacco, and narcotics.
15.1-19-20 Bullying Prevention

Health Education Concepts

Community and Consumer Health
Environmental Health
Family Life
Mental/Emotional Health
Injury Prevention/Safety
Nutrition
Personal Health
Prevention/Disease Control
Substance Use/Abuse

2026 North Dakota Health Education Standards Overview

Health Concepts	<p>5.HC.1 Examine how health knowledge supports health.</p> <p>5.HC.2 Explain ways to prevent or reduce risks for illnesses and injuries.</p> <p>5.HC.3 Explain when and why it is important to seek health care.</p> <p>5.HC.4 Identify the stages of social, emotional, and physical growth and development during puberty.</p> <p>5.HC.5 Identify patterns of unhealthy relationship behaviors and identify strategies to respond or seek help.</p>
Analyze Influences	<p>5.AI.1 Apply knowledge of influences to make healthy choices for self and others.</p>
Access and Evaluate Information	<p>5.AE.1 Determine the validity of health information, products, and services.</p>
Communication	<p>5.C.1 Use effective communication skills to support the health of self and others.</p> <p>5.C.2 Demonstrate skills to communicate and respect personal limits and the limits of others.</p> <p>5.C.3 Identify strategies to prevent and manage conflict in peer or group situations.</p>
Goal Setting	<p>5.GS.1 Develop a plan to achieve a health-related goal.</p>
Decision Making	<p>5.DM.1 Choose a health-promoting option in a health-related situation and reflect on the results of that choice.</p>
Self-Management	<p>5.SM.1 Use strategies and resources to manage influences that impact health.</p>
Advocacy	<p>5.A.1 Demonstrate how to advocate for health.</p>

See following pages for Grade 5 Standards clarifications.

Grade 5

Health Concepts

Learners will comprehend core concepts related to health knowledge and **disease** prevention to promote and enhance the health of self and others.

Standard	Clarification
<p>5.HC.1 Examine how health knowledge supports health.</p>	<p>This may include describing one's current state and explaining how ongoing support for well-being is maintained. Lessons about puberty would align with this standard.</p>
<p>5.HC.2 Explain ways to prevent or reduce risks of illnesses and injuries.</p>	<p>This includes personal, home, social, and environmental safety and emergency preparedness (e.g., tornado drills, fire escape plans, and basic first aid). This will also include the impact of risky behavior, hygiene, stress management, recognizing unsafe conditions, substance use risks, etc.</p>
<p>5.HC.3 Explain when and why it is important to seek health care.</p>	<p>This includes when to seek healthcare, preventive care, injuries, illnesses, mental health support, and monitoring of medical treatment. Examples of why it is important to seek healthcare include preventing complications, maintaining good health, and promoting overall well-being.</p>
<p>5.HC.4 Describe the stages of social, emotional, and physical growth and development during puberty.</p>	<p>Instruction may include recognizing how developmental stages influence adolescent behavior and health. This may include a focus on how changes across domains shape identity, relationships, and well-being. This emphasizes how growth patterns affect decision-making and risk-taking. This addresses how physical, emotional, and social changes interact during adolescence. This supports understanding of how development influences adolescent health outcomes.</p>
<p>5.HC.5 Identify patterns of unhealthy relationship behaviors and identify strategies to respond or seek help.</p>	<p>This includes identifying repeated unhealthy relationship behaviors and recognizing age-appropriate strategies to respond, set boundaries, or seeking help from trusted adults or resources.</p>

Grade 5

Analyze Influences

Learners will analyze the influence of family, peers, **culture, media**, technology, and other factors on health **behaviors**.

Standard	Clarification
5.AI.1 Apply knowledge of influences to make healthy choices for self and others.	This may include planning actions to maintain or improve health considering influences, role-play scenarios and how to choose healthy responses and explaining why certain actions help or hurt health.

Access and Evaluate Information

Learners will demonstrate the ability to access valid health information about products and services to make informed decisions that enhance the health of self and others.

Standard	Clarification
5.AE.1 Determine the validity of health information , products, and services.	Valid information comes from trusted sources (e.g., professionals, reputable organizations, or knowledgeable adults). It is accurate, reliable, fact-based, and provides references or evidence to support claims. Invalid information comes from unknown or unverified sources. It may be based on opinions, guesses, misinformation , be misleading, and lacks references, proof, or credible backing.

Communication

Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.

Standard	Clarification
5.C.1 Use effective communication skills to support the health of self and others.	Effective communication includes verbal skills (e.g., speaking clearly and politely, using expressive language to share thoughts effectively), nonverbal skills (e.g., maintaining eye contact, facing the speaker), active listening skills (e.g., asking clarifying questions, paraphrasing), and collaboration skills (e.g., giving and receiving constructive feedback, taking turns, sharing responsibilities).
5.C.2 Demonstrate skills to communicate and respect personal limits and the limits of others.	This standard may be taught using role-playing, saying "no" clearly, giving a reason, suggesting another option, leaving the situation, and getting help.
5.C.3 Identify strategies to prevent and manage conflict in peer or group situations.	This may include using "I" statements, sharing, taking turns, listening actively, brain-storming solutions, and telling an adult when necessary.

Grade 5

Goal Setting

Learners will demonstrate both long- and short-term goal-setting skills to enhance health.

Standard	Clarification
5.GS.1 Develop a plan to achieve a health-related goal.	The plan should include actions that describe what will be done and identify the supports and barriers .

Decision Making

Learners will demonstrate decision-making skills to enhance health.

Standard	Clarification
5.DM.1 Choose a health-promoting option in a health-related situation and reflect on the results of that choice.	An example of this standard is adjusting screen time and its impact on sleep. (e.g., Action: Individual decides to turn off their device 30 minutes before bed. Reflection: "I slept better and wasn't as tired at school the next day.")

Self-Management

Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks.

Standard	Clarification
5.SM.1 Use strategies and resources to manage influences that impact health.	This may include impacts of peer, media , or environmental influences and using strategies to make healthy choices.

Advocacy

Learners will demonstrate the ability to advocate for personal, family, and community health.

Standard	Clarification
5.A.1 Demonstrate how to advocate for health.	This may include speaking up for safe behaviors , healthy choices, or supporting others' health (e.g., reminding classmates to wash hands or encouraging healthy choices).



Core Components of Health Education

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NHES
NATIONAL HEALTH EDUCATION STANDARDS

- Analyze influences
- Access valid health information
- Communication skills
- Decision making
- Goal setting
- Practice health enhancing behaviors
- Advocacy

COMMON HEALTH EDUCATION
CONTENT AREAS

- Community Health
- Consumer Health
- Environmental Health
- Family Life (incl. Social Health)
- Mental/Emotional Health
- Injury Prevention/Safety
- Nutrition
- Personal Health & Growth/Development
- Prevention/Control of Disease
- Substance Use/Abuse

CDC RISK BEHAVIORS
CENTERS FOR DISEASE CONTROL & PREVENTION

- Unintentional & intentional injury behaviors
- Tobacco use
- Alcohol & other drug use
- Inadequate dietary behaviors
- Inadequate physical activity
- Sexual behaviors
(HIV, STIs, unintended pregnancy)

DIMENSIONS OF WELLNESS
EIGHT DIMENSIONS OF HOLISTIC HEALTH

- Emotional
- Environmental
- Financial
- Intellectual
- Mental
- Physical
- Social
- Spiritual

MIDDLE SCHOOL

NDCC Requirements

15.1-21-01 Health includes physiology, hygiene, disease control, nature, and effects of alcohol, tobacco, and narcotics.
 15.1-19-20 Bullying Prevention
 15.1-21.24 Abstinence
 15.1-21.28 Prenatal Development Video
 15.1-09-61 Human Trafficking Prevention

Health Education Concepts

Community and Consumer Health
 Environmental Health
 Family Life
 Mental/Emotional Health
 Injury Prevention/Safety
 Nutrition
 Personal Health
 Prevention/Disease Control
 Substance Use/Abuse

2026 North Dakota Health Education Standards Overview

Health Concepts	<p>MS.HC.1 Describe how the dimensions of wellness in adolescence influence overall wellness.</p> <p>MS.HC.2 Describe ways to prevent injury and adolescent health problems.</p> <p>MS.HC.3 Explain how health care can contribute to personal health (e.g., preventative care, medical treatment, health services).</p> <p>MS.HC.4 Explain the stages of social, emotional, and physical growth and development during adolescence. (NDCC 15.1-21-01)</p> <p>MS.HC.5 Identify the anatomical structures of the reproductive system. (NDCC 15.1-21-01)</p> <p>MS.HC.6 Explain the processes of conception and prenatal development. (NDCC 15.1-21-28)</p> <p>MS.HC.7 Identify the benefits of abstinence and the risks of adolescent sexual activity. (NDCC 15.1-21-24)</p> <p>MS.HC.8 Compare characteristics of healthy and unhealthy relationships with family, peers, and other adults.</p>
Analyze Influences	<p>MS.AI.1 Analyze how influences impact health, behaviors, and well-being (e.g., family, peers, culture, social media, technology, personal values).</p>
Access and Evaluate Information	<p>MS.AE.1 Analyze valid and reliable sources of health information, products, and services.</p> <p>MS.AE.2 Recognize examples of misinformation and disinformation.</p>
Communication	<p>MS.C.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>MS.C.2 Demonstrate refusal skills to enhance health.</p> <p>MS.C.3 Demonstrate effective conflict management and resolution strategies to enhance health.</p>

Middle School

Goal Setting	MS.GS.1 Assess personal health practices. MS.GS.2 Develop a goal to support health and well-being. MS.GS.3 Apply the strategies and skills needed to attain a personal health goal.
Decision Making	MS.DM.1 Apply a decision-making process in health-related situations.
Self-Management	MS.SM.1 Identify behaviors and practices that contribute to the health of self and others. MS.SM.2 Explain how personal responsibility for health behaviors impacts overall health.
Advocacy	MS.A.1 Promote health-enhancing behavior with the support of valid health information . MS.A.2 Demonstrate self-advocacy skills to support positive health outcomes.

See following pages for Middle School Standards clarifications.

Middle School

Health Concepts

Learners will comprehend core concepts related to health knowledge and **disease** prevention to promote and enhance their health.

Standard	Clarification
MS.HC.1 Describe how the dimensions of wellness in adolescence influence overall wellness.	The dimensions of wellness may be found on the Health Triangle and/or the Wellness Wheel .
MS.HC.2 Describe ways to prevent injury and adolescent health problems.	This may include CDC's Six Risk Behaviors .
MS.HC.3 Explain how health care can contribute to personal health.	This may include preventative care , medical treatment plans, and health services .
MS.HC.4 Explain the stages of social, emotional, and physical growth and development during adolescence.	This standard complies with NDCC 15.1-21-01.
MS.HC.5 Identify the anatomical structures of the reproductive system.	This standard complies with NDCC 15.1-21-01.
MS.HC.6 Explain the processes of conception and prenatal development.	This standard complies with NDCC 15.1-28. It would include the video required by that section of the North Dakota Century Code.
MS.HC.7 Identify the benefits of abstinence and the risks of adolescent sexual activity.	This standard complies with NDCC 15.1-21-24.
MS.HC.8 Compare characteristics of healthy and unhealthy relationships with family, peers, and other adults.	

Analyze Influences

Learners will analyze the influence of family, peers, **culture, media**, technology, and other factors on health **behaviors**.

Standard	Clarification
MS.AI.1 Analyze how influences impact health, behaviors , and well-being.	This may include family, peers, culture, media , social media, technology, personal values and beliefs, school, community, perception of norms , health risk behaviors , public health policies, and government regulation.

Access and Evaluate Information

Learners will demonstrate the ability to access **valid health information** about products and services to make informed decisions that enhance the health of self and others.

Standard	Clarification
MS.AE.1 Analyze valid and reliable sources of health information , products, and services.	This may include digital literacy skills and fact-checking.
Ms.AE.2 Recognize examples of misinformation and disinformation .	This may include popular social media platforms, opinions, and biases.

Middle School

Communication

Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.

Standard	Clarification
MS.C.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	This would include communicating with empathy and compassion and boundary setting (consent) (e.g., speaking clearly, listening, body language, tone, manner).
MS.C.2 Demonstrate refusal skills to enhance health.	
MS.C.3 Demonstrate effective conflict management and resolution strategies to enhance health.	This may include negotiation, collaboration, and compromise.

Goal Setting

Learners will demonstrate both long- and short-term goal-setting skills to enhance health.

Standard	Clarification
MS.GS.1 Assess personal health practices.	
MS.GS.2 Develop a goal to support health and well-being.	This may include adopting a new behavior, maintaining an existing behavior, or improving it.
MS.GS.3 Apply the strategies and skills needed to attain a personal health goal.	This may include developing action plans, monitoring progress, seeking support, identifying barriers, problem-solving, and self-reflection.

Decision Making

Learners will demonstrate decision-making skills to enhance health.

Standard	Clarification
MS.DM.1 Apply a decision-making process in health-related situations.	The decision-making process in middle school may differ from the one used in high school. The decision-making process may have effects on oneself and others (e.g., nutrition, sleep, physical activity, relationships, the impact of good and bad decision-making, the effects of tobacco, alcohol, and drugs).

Self-Management

*Learners will demonstrate health-enhancing **behaviors** and avoid or reduce health risks*

Standard	Clarification
MS.SM.1 Identify behaviors and practices that contribute to the health of self and others.	Behaviors may include those identified on CDC's Six Risk Behaviors.
MS.SM.2 Explain how personal responsibility for health behaviors impacts overall health.	

Middle School

Advocacy	
<i>Learners will demonstrate the ability to advocate for personal, family, and community health.</i>	
Standard	Clarification
MS.A.1 Promote health-enhancing behavior with the support of valid health information .	This may include physical, mental, social, school/community, and personal responsibility .
MS.A.2 Demonstrate self-advocacy skills to support positive health outcomes.	

DRAFT



Core Components of Health Education

The components in this document address National Health Education Standards, Common Health Education Content Areas, Risk Behaviors, and Dimensions of Health. The six risk behaviors contribute to the leading causes of death, disability, and social problems in the United States.

NHES
NATIONAL HEALTH EDUCATION STANDARDS

- Analyze influences
- Access valid health information
- Communication skills
- Decision making
- Goal setting
- Practice health enhancing behaviors
- Advocacy

COMMON HEALTH EDUCATION
CONTENT AREAS

- Community Health
- Consumer Health
- Environmental Health
- Family Life (incl. Social Health)
- Mental/Emotional Health
- Injury Prevention/Safety
- Nutrition
- Personal Health & Growth/Development
- Prevention/Control of Disease
- Substance Use/Abuse

CDC RISK BEHAVIORS
CENTERS FOR DISEASE CONTROL & PREVENTION

- Unintentional & intentional injury behaviors
- Tobacco use
- Alcohol & other drug use
- Inadequate dietary behaviors
- Inadequate physical activity
- Sexual behaviors
(HIV, STIs, unintended pregnancy)

DIMENSIONS OF WELLNESS
EIGHT DIMENSIONS OF HOLISTIC HEALTH

- Emotional
- Environmental
- Financial
- Intellectual
- Mental
- Physical
- Social
- Spiritual

HIGH SCHOOL

NDCC Requirements

15.1-19-20 Bullying Prevention
 15.1-21.24 Abstinence, sexual health risks
 15.1-21.28 Prenatal Development Video
 15.1-09-61 Human Trafficking Prevention

Health Education Concepts

Community and Consumer Health
 Environmental Health
 Family Life
 Mental/Emotional Health
 Injury Prevention/Safety
 Nutrition
 Personal Health
 Prevention/Disease Control
 Substance Use/Abuse

2026 North Dakota Health Education Standards Overview

<p>Health Concepts</p>	<p>HS.HC.1 Analyze the relationships between the dimensions of wellness as related to health outcomes. HS.HC.2 Formulate strategies to reduce or prevent injuries and health problems. HS.HC.3 Analyze how health behaviors can affect one’s health status. HS.HC.4 Explain the functions of the anatomical reproductive system. HS.HC.5 Explain fetal development from conception to birth. (NDCC 15.1-21-28) HS.HC.6 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods. (NDCC 15.1-21-24) HS.HC.7 Analyze the benefits of and barriers to practicing a variety of health-enhancing behaviors. HS.HC.8 Examine how self-efficacy, perceived susceptibility, and perceived severity influence health behaviors. HS.HC.9 Analyze disparities amongst the population that impact health behaviors. HS.HC.10 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.</p>
<p>Analyze Influences</p>	<p>HS.AI.1 Evaluate the relationships and impacts of various influences on one’s health and well-being. (e.g., family, peers, culture, social media, technology, personal values). HS.AI.2 Evaluate how various influences affect health outcomes and the elimination of health disparities (e.g., family, peers, culture, social media, technology, personal values). HS.AI.3 Formulate strategies to manage influences that affect health and well-being. HS.AI.4 Use resources to manage influences that affect health and well-being.</p>

High School

Access and Evaluate Information	<p>HS.AE.1 Use valid and reliable sources of health information, products, and services.</p> <p>HS.AE.2 Analyze supports and barriers to accessing valid and reliable health information, products, and services.</p> <p>HS.AE.3 Identify strategies to manage misinformation and disinformation.</p>
Communication	<p>HS.C.1 Apply effective communication skills across multiple modes of communication and media formats to support the health of self and others.</p> <p>HS.C.2 Apply communication skills and strategies within a variety of interpersonal contexts.</p> <p>HS.C.3 Apply refusal skills and strategies in a variety of situations.</p> <p>HS.C.4 Demonstrate how to ask for and offer assistance to support the health of self and others.</p> <p>HS.C.5 Adapt strategies to communicate with others with different perspectives and values in various contexts.</p> <p>HS.C.6 Communicate with empathy and compassion.</p>
Goal Setting	<p>HS.GS.1 Assess personal health, well-being, and other factors for engaging in a goal-setting process.</p> <p>HS.GS.2 Develop a goal to support health and well-being.</p> <p>HS.GS.3 Implement a goal to support health and well-being.</p>
Decision Making	<p>HS.DM.1 Apply a decision-making process to maintain or improve health and well-being.</p> <p>HS.DM.2 Examine how personal health choices impact personal well-being and the health of the community.</p> <p>HS.DM.3 Evaluate the impact of supports and barriers that influence decision-making.</p>
Self-Management	<p>HS.SM.1 Demonstrate health behaviors to avoid or reduce health risks to self and others.</p> <p>HS.SM.2 Analyze and adopt health behaviors that will maintain or improve the health of self and others.</p> <p>HS.SM.3 Analyze the role of individual responsibility for enhancing health.</p>
Advocacy	<p>HS.A.1 Adapt health messages and communication techniques to a specific target audience.</p> <p>HS.A.2 Demonstrate self-advocacy skills to promote health and well-being.</p> <p>HS.A.3 Demonstrate advocacy skills to influence and support others to make positive health choices.</p>

See following pages for High School Standards clarifications.

High School

Health Concepts

Learners will comprehend core concepts related to health knowledge and **disease** prevention to promote and enhance the health of self and others.

Standard	Clarification
HS.HC.1 Analyze the relationships between the dimensions of wellness as related to health outcomes.	The dimensions of wellness may be found on the Health Triangle and/or the Wellness Wheel .
HS.HC.2 Formulate strategies to reduce or prevent injuries and health problems.	
HS.HC.3 Analyze how health behaviors can affect one's health status .	
HS.HC.4 Explain the functions of the anatomical reproductive system .	
HS.HC.5 Explain fetal development from conception to birth.	This standard complies with NDCC 15.1-21.28. It would include the video required by that section of the North Dakota Century Code.
HS.HC.6 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods .	This standard complies with NDCC 15.1-21-24.
HS.HC.7 Analyze the benefits of and barriers to practicing a variety of health-enhancing behaviors .	
HS.HC.8 Examine how self-efficacy , perceived susceptibility , and perceived severity influence health behaviors .	
HS.HC.9 Analyze disparities amongst the population that impact health behaviors.	This may include historical, cultural, socioeconomic, and social pressures, as well as stereotypes.
HS.HC.10 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.	This standard complies with NDCC 15.1-09-61. This could include in person and online relationships.

High School

Analyze Influences

Learners will analyze the influence of family, peers, **culture, media**, technology, and other factors on health **behaviors**.

Standard	Clarification
HS.AI.1 Evaluate the relationships and impacts of various influences on one's health and well-being.	This may include family, peers, culture, media , social media, technology, personal values and beliefs, school, community, perception of norms , health risk behaviors , public health policies, and government regulations.
HS.AI.2 Evaluate how various influences affect health outcomes and the elimination of health disparities.	This may include family, peers, culture, media , social media, technology, personal values and beliefs, school, community, perception of norms , health risk behaviors , public health policies, and government regulations.
HS.AI.3 Formulate strategies to manage influences that affect health and well-being.	
HS.AI.4 Use resources to manage influences that affect health and well-being.	

Access and Evaluate Information

Learners will demonstrate the ability to access **valid health information** about products and services to make informed decisions that enhance the health of self and others.

Standard	Clarification
HS.AE.1 Use valid and reliable sources of health information , products, and services.	
HS.AE.2 Analyze supports and barriers to accessing valid and reliable health information , products, and services.	
HS.AE.3 Identify strategies to manage misinformation and disinformation .	This may include ignoring, continuing to scroll, avoiding sharing, reporting, blocking, and asking questions.

High School

Communication	
<i>Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.</i>	
Standard	Clarification
HS.C.1 Apply effective communication skills across multiple modes of communication and media formats to support the health of self and others.	This may include applying listening, conflict management , setting boundaries, collaboration , negotiation , and expressing and removing consent in multiple modes of communication.
HS.C.2 Apply communication skills and strategies within a variety of interpersonal contexts.	This may include conflict management , setting boundaries, collaboration , negotiation , and expressing and removing consent for interpersonal contexts.
HS.C.3 Apply refusal skills and strategies in a variety of situations.	
HS.C.4 Demonstrate how to ask for and offer assistance to support the health of self and others.	This may include mental health , food insecurity, assault, housing, human trafficking , substance abuse, suicide risks, etc.
HS.C.5 Adapt strategies to communicate with others with different perspectives and values in various contexts.	
HS.C.6 Communicate with empathy and compassion .	

Goal Setting	
<i>Learners will demonstrate both long- and short-term goal-setting skills to enhance health.</i>	
Standard	Clarification
HS.GS.1 Assess personal health, well-being, and other factors for engaging in a goal-setting process.	
HS.GS.2 Develop a goal to support health and well-being.	This may include using the SMART, WOOP, or GROW model. The nature of the goal will change as the individual matures.
HS.GS.3 Implement a goal to support health and well-being.	

High School

Decision Making	
<i>Learners will demonstrate decision-making skills to enhance health.</i>	
Standard	Clarification
HS.DM.1 Apply a decision-making process to maintain or improve health and well-being.	Decision-making process models may include DECIDE, RAPID, and 4-D.
HS.DM.2 Examine how personal health choices impact personal well-being and the health of the community.	
HS.DM.3 Evaluate the impact of supports and barriers that influence decision-making.	This may include money, friends, or information. Barriers may include stress , peer pressure , money, or intrinsic vs. extrinsic motivation .
Self-Management	
<i>Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks.</i>	
Standard	Clarification
HS.SM.1 Demonstrate health behaviors to avoid health risks to self and others.	Behaviors may include those identified on the CDC's Six Risk Behaviors (e.g., behaviors that result in intentional and unintentional injuries, mental health , engaging in risky sexual behaviors , tobacco, alcohol and other drug use, unhealthy dietary behaviors, and inadequate physical activity).
HS.SM.2 Analyze and adopt health behaviors that will maintain or improve the health of self and others.	
HS.SM.3 Analyze the role of individual responsibility for enhancing health.	
Advocacy	
<i>Learners will demonstrate the ability to advocate for personal, family, and community health.</i>	
Standard	Clarification
HS.A.1 Adapt health messages and communication techniques to a specific target audience.	
HS.A.2 Demonstrate self-advocacy skills to promote health and well-being.	Building awareness through activities that may include donating funds/items, creating media , supporting new or current initiatives.
HS.A.3 Demonstrate advocacy skills to influence and support others to make positive health choices.	This may include education, creating health messages, and raising concerns about others' needs.

**K-12 HEALTH CONTENT STANDARDS
SKILL/CONCEPT PROGRESSIONS**

How to Read the Skill/Concept Progressions

Health Concepts	
<i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.</i>	
Grade Level	Standards
Kindergarten	K.HC.1 Identify examples of each basic dimension of wellness. K.HC.2 Recognize ways to prevent or reduce risks of illnesses and injuries. K.HC.3 Identify behaviors that show kindness and respect in relationships.

CODING EXAMPLE
2 – Grade Level
HC – Category
1 – Standard Number

DRAFT

Health Concepts

Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.

Grade	Standards
Kindergarten	<p>K.HC.1 Identify examples of each basic dimension of wellness.</p> <p>K.HC.2 Recognize ways to prevent or reduce risks of illnesses and injuries.</p> <p>K.HC.3 Identify behaviors that show kindness and respect in relationships.</p>
Grade 1	<p>1.HC.1 Describe health-promoting behaviors for physical, mental, and social health.</p> <p>1.HC.2 Identify ways to prevent or reduce risks of illnesses and injuries to self.</p> <p>1.HC.3 Describe the difference between friendly/helpful behaviors and unfriendly/hurtful behaviors in relationships.</p>
Grade 2	<p>2.HC.1 Explain why health-promoting behaviors are important for well-being.</p> <p>2.HC.2 Identify ways to prevent or reduce risks of illnesses and injuries to self and others.</p> <p>2.HC.3 Identify behaviors of healthy relationships.</p>
Grade 3	<p>3.HC.1 Describe how health-promoting behaviors impact the dimensions of wellness.</p> <p>3.HC.2 Describe ways to prevent or reduce risks of illnesses and injuries.</p> <p>3.HC.3 Identify behaviors of healthy and unhealthy relationships.</p>
Grade 4	<p>4.HC.1 Explain ways to practice health-promoting behaviors, including how to manage health conditions.</p> <p>4.HC.2 Describe ways to prevent or reduce risks of illnesses and injuries to self and others.</p> <p>4.HC.3 Identify personal physical changes that occur during puberty.</p> <p>4.HC.4 Explain how healthy and unhealthy relationship behaviors influence the health of self and others.</p>
Grade 5	<p>5.HC.1 Examine how health knowledge supports health.</p> <p>5.HC.2 Explain ways to prevent or reduce risks of illnesses and injuries.</p> <p>5.HC.3 Explain when and why it is important to seek health care.</p> <p>5.HC.4 Identify the stages of social, emotional, and physical growth and development during puberty.</p> <p>5.HC.5 Identify patterns of unhealthy relationship behaviors and identify strategies to respond or seek help.</p>
Middle School	<p>MS.HC.1 Describe how the dimensions of wellness in adolescence influence overall wellness.</p> <p>MS.HC.2 Describe ways to prevent injury and adolescent health problems.</p> <p>MS.HC.3 Explain how health care can contribute to personal health.</p> <p>MS.HC.4 Explain the stages of social, emotional, and physical growth and development during adolescence.</p> <p>MS.HC.5 Identify the anatomical structures of the reproductive system.</p> <p>MS.HC.6 Explain the processes of conception and prenatal development.</p> <p>MS.HC.7 Identify the benefits of abstinence and the risks of adolescent sexual activity.</p> <p>MS.HC.8 Compare characteristics of healthy and unhealthy relationships with family, peers, and other adults.</p>

Health Concepts

Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.

High School	<p>HS.HC.1 Analyze the relationships between the dimensions of wellness as related to health outcomes.</p> <p>HS.HC.2 Formulate strategies to reduce or prevent injuries and health problems.</p> <p>HS.HC.3 Analyze how health behaviors can affect one’s health status.</p> <p>HS.HC.4 Explain the functions of the anatomical reproductive system.</p> <p>HS.HC.5 Explain fetal development from conception to birth.</p> <p>HS.HC.6 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods.</p> <p>HS.HC.7 Analyze the benefits of and barriers to practicing a variety of health-enhancing behaviors.</p> <p>HS.HC.8 Examine how self-efficacy, perceived susceptibility, and perceived severity influence health behaviors.</p> <p>HS.HC.9 Analyze disparities amongst the population that impact health behaviors.</p> <p>HS.HC.10 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.</p>
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Analyze Influences

Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Grade	Standards
Kindergarten	K.AI.1 Recognize factors that affect health.
Grade 1	1.AI.1 Identify how different factors influence personal health.
Grade 2	2.AI.1 Describe how different factors influence health.
Grade 3	3.AI.1 Explain how family, peers, and environment influence the health of self and others.
Grade 4	4.AI.1 Explain how different factors can influence health choices of self and others.
Grade 5	5.AI.1 Apply knowledge of influences to make healthy choices for self and others.
Middle School	MS.AI.1 Analyze how influences impact health, behaviors, and well-being.
High School	HS.AI.1 Evaluate the relationships and impacts of various influences on one’s health and well-being.
	HS.AI.2 Evaluate how various influences affect health outcomes and the elimination of health disparities.
	HS.AI.3 Formulate strategies to manage influences that affect health and well-being.
	HS.AI.4 Use resources to manage influences that affect health and well-being.

Access and Evaluate Information

Learners will demonstrate the ability to access valid health information about products and services to make informed decisions that enhance the health of self and others.

Grade	Standards
Kindergarten	K.AE.1 Identify trusted adults and other individuals who support health.
Grade 1	1.AE.1 Identify trusted adults at school and in the community.
Grade 2	2.AE.1 Demonstrate when and how to seek help from others at home, at school, or in the community.
Grade 3	3.AE.1 Determine which trusted adults and health resources are appropriate in various situations.
Grade 4	4.AE.1 Describe home, school, and community resources and how they support health.
Grade 5	5.AE.1 Determine the validity of health information, products, and services.
Middle School	MS.AE.1 Analyze valid and reliable sources of health information, products, and services. MS.AE.2 Recognize examples of misinformation and disinformation.
High School	HS.AE.1 Use valid and reliable sources of health information, products, and services. HS.AE.2 Analyze supports and barriers to accessing valid and reliable health information, products, and services. HS.AE.3 Identify strategies to manage misinformation and disinformation.

Communication

Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.

Grade	Standards
Kindergarten	K.C.1 Demonstrate ways to express kindness and compassion. K.C.2 Recognize ways to communicate and respect the boundaries of self and others.
Grade 1	1.C.1 Demonstrate ways to express thoughts, feelings, wants, and needs to support the health of self. 1.C.2 Identify ways to communicate and respect the boundaries of self and others.
Grade 2	2.C.1 Use active listening skills in a variety of situations. 2.C.2 Identify communication skills and strategies to use if uncomfortable, unsafe, or harmed.
Grade 3	3.C.1 Use active listening skills and strategies in a variety of situations. 3.C.2 Demonstrate communication and refusal skills to use if uncomfortable, unsafe, or harmed. 3.C.3 Recognize strategies to prevent conflict in simple situations.
Grade 4	4.C.1 Use verbal and nonverbal communication skills to build understanding. 4.C.2 Demonstrate how to seek and/or offer help to support the health of self and others. 4.C.3 Recognize strategies to prevent and manage conflict in simple situations.

Communication

Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.

Grade 5	<p>5.C.1 Use effective communication skills to support the health of self and others.</p> <p>5.C.2 Demonstrate skills to communicate and respect personal limits and the limits of others.</p> <p>5.C.3 Identify strategies to prevent and manage conflict in peer or group situations.</p>
Middle School	<p>MS.C.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>MS.C.2 Demonstrate refusal skills to enhance health.</p> <p>MS.C.3 Demonstrate effective conflict management and resolution strategies to enhance health.</p>
High School	<p>HS.C.1 Apply effective communication skills across multiple modes of communication and media formats to support the health of self and others.</p> <p>HS.C.2 Apply communication skills and strategies within a variety of interpersonal contexts.</p> <p>HS.C.3 Apply refusal skills and strategies in a variety of situations.</p> <p>HS.C.4 Demonstrate how to ask for and offer assistance to support the health of self and others.</p> <p>HS.C.5 Adapt strategies to communicate with others with different perspectives and values in various contexts.</p> <p>HS.C.6 Communicate with empathy and compassion.</p>

Goal Setting

Learners will demonstrate both long- and short-term goal-setting skills to enhance health.

Grade	Standards
Kindergarten	K.GS.1 Identify a goal that supports health.
Grade 1	1.GS.1 Identify actions that support reaching a health-related goal.
Grade 2	2.GS.1 Initiate steps to achieve a health-related goal.
Grade 3	3.GS.1 Set a goal and explain how the goal supports health.
Grade 4	4.GS.1 Identify supports and barriers that influence progress toward a health-related goal.
Grade 5	5.GS.1 Develop a plan to achieve a health-related goal.
Middle School	<p>MS.GS.1 Assess personal health practices.</p> <p>MS.GS.2 Develop a goal to support health and well-being.</p> <p>MS.GS.3 Apply the strategies and skills needed to attain a personal health goal.</p>
High School	<p>HS.GS.1 Assess personal health, well-being, and other factors for engaging in a goal-setting process.</p> <p>HS.GS.2 Develop a goal to support health and well-being.</p> <p>HS.GS.3 Implement a goal to support health and well-being.</p>

Decision Making

Learners will demonstrate decision-making skills to enhance health.

Grade	Standards
Kindergarten	K.DM.1 Identify healthy choices.
Grade 1	1.DM.1 Identify options when making a health-related decision.
Grade 2	2.DM.1 Identify consequences of health-related choices.
Grade 3	3.DM.1 Describe how healthy decisions influence personal health.
Grade 4	4.DM.1 Select a health-promoting option in a health-related situation and explain why it is a good choice.
Grade 5	5.DM.1 Choose a health-promoting option in a health-related situation and reflect on the results of that choice.
Middle School	MS.DM.1 Apply a decision-making process in health-related situations.
High School	HS.DM.1 Apply a decision-making process to maintain or improve health and well-being. HS.DM.2 Examine how personal health choices impact personal well-being and the health of the community. HS.DM.3 Evaluate the impact of supports and barriers that influence decision-making.

Self-Management

Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks.

Grade	Standards
Kindergarten	K.SM.1 Identify health behaviors to avoid or reduce risk.
Grade 1	1.SM.1 Demonstrate health behaviors to avoid or reduce risk.
Grade 2	2.SM.1 Demonstrate health and safety routines.
Grade 3	3.SM.1 Examine practices and behaviors that support the health of self and others.
Grade 4	4.SM.1 Determine appropriate situations for practices and behaviors that support the health of self and others.
Grade 5	5.SM.1 Use strategies and resources to manage influences that impact health.
Middle School	MS.SM.1 Identify behaviors and practices that contribute to the health of self and others. MS.SM.2 Explain how personal responsibility for health behaviors impacts overall health.
High School	HS.SM.1 Demonstrate health behaviors to avoid or reduce health risks to self and others. HS.SM.2 Analyze and adopt health behaviors that will maintain or improve the health of self and others. HS.SM.3 Analyze the role of individual responsibility for enhancing health.

Advocacy

Learners will demonstrate the ability to advocate for personal, family, and community health.

Grade	Standards
Kindergarten	K.A.1 Request assistance to support personal health.
Grade 1	1.A.1 Identify a variety of ways to support others in making health-promoting choices.
Grade 2	2.A.1 Encourage others to make health-promoting choices.
Grade 3	3.A.1 Identify advocacy skills and strategies to support health.
Grade 4	4.A.1 Describe how collaboration and communication support advocacy.
Grade 5	5.A.1 Demonstrate how to advocate for health.
Middle School	MS.A.1 Promote health-enhancing behavior with the support of valid health information. MS.A.2 Demonstrate self-advocacy skills to support positive health outcomes.
High School	HS.A.1 Adapt health messages and communication techniques to a specific target audience. HS.A.2 Demonstrate self-advocacy skills to promote health and well-being. HS.A.3 Demonstrate advocacy skills to influence and support others to make positive health choices.

GLOSSARY

Abstinence – Choosing not to participate in certain behaviors to prevent health risks.

Active Listening – The conscious practice of fully focusing on, understanding, and responding to a speaker, both verbally and nonverbally, to grasp the complete message. It includes focusing, showing attention, requesting clarification (as needed), responding and remembering.

Adolescent – A young person who is developing into an adult

Advocacy – Taking action to support or promote a cause or the health of oneself or others.

Analyzing Influences – Examining how people, media, culture, and other factors affect thoughts, feelings, and behaviors.

Anatomical – Relating to the structure of the body or its parts.

Barriers – Obstacles or challenges that make it difficult to achieve a goal or perform a behavior.

CDC – Centers for Disease Control and Prevention; a U.S. agency that works to protect public health.

Collaboration – Working together with others to achieve a shared goal.

Conception – When a sperm cell from a male successfully fertilizes an egg cell (ovum) from a female which marks the beginning of pregnancy and the formation of a zygote, which will develop into an embryo.

Consent – Giving clear, voluntary, and informed permission for something to happen or for someone to do something.

Conflict Management – Methods used to peacefully solve disagreements or problems between people.

Consumer – A person who buys or uses products or services.

Contraceptive – Methods used to prevent pregnancy and reduce the risk of sexually transmitted infections (STIs).

Credible – Reliable and trustworthy; supported by evidence or expertise.

Culture – The beliefs, values, traditions, and practices shared by a group of people.

Decision Making – The process of choosing the best option among alternatives based on knowledge, values, and possible outcomes.

Dimensions of Wellness – The dimension of wellness refers to the interconnected areas in life that contribute to overall well-being including physical*, emotional*, spiritual, intellectual, environmental, financial, occupational, and social* wellness.

Disease – Any condition that negatively affects the body or mind.

Disinformation – False or misleading information that is deliberately created and shared to deceive or mislead people.

Empathy – The ability to understand and share another person’s feelings.

Emotional Health – The ability to understand, express, and manage feelings effectively.

Environmental – Related to your surroundings, including natural and human-made elements.

Extrinsic Motivation – The drive to perform an activity to achieve external rewards or avoid negative outcomes, such as money, praise, or recognition.

Health Behaviors – Actions taken by individuals that affect health or mortality.

Health-enhancing Behaviors – Actions that promote physical and mental well-being, such as regular exercise, balanced nutrition, adequate sleep, and stress management.

Health Disparities – Preventable differences in health outcomes that adversely affect specific populations, often linked to social, economic, and environmental factors.

Health Information – Data or advice about physical, mental, or social well-being.

Health Services – Resources or professionals that help maintain or improve health.

Health Status – A person’s current level of health, including physical, mental, and social aspects.

Health Triangle – A model showing three aspects of health: Physical, Mental and Emotional, and Social.

Injury – Harm or damage to the body caused by an accident, activity, or other factors.

Intrinsic Motivation – Engaging in an activity for its inherent satisfaction and enjoyment, rather than for external rewards or pressures.

Interpersonal Communication – Exchanging information, thoughts, or feelings between people.

Media – Channels of communication, like TV, internet, social media, and newspapers.

Mental Health – A person’s emotional, psychological, and social well-being.

Misinformation – false or inaccurate information that is shared without the intent to deceive.

Negotiation – Discussing and reaching an agreement in a way that satisfies all parties.

Non-verbal Communication – Sharing messages without words, like body language, facial expressions, or gestures.

Norms – Expected behaviors or rules within a group or society.

Peer Pressure – Influence from others to behave in certain ways, positively or negatively.

Perceived Susceptibility – An individual’s personal belief about their likelihood of contracting a disease or experiencing a negative health event

Personal Responsibility – Being accountable for your actions and health choices.

Physical Health – The condition of your body and its ability to function well.

Prenatal – Before birth; care and health practices during pregnancy.

Preventative – Actions taken to stop illness or injury before it occurs.

Puberty – The stage of development when a child’s body changes and matures into an adult body capable of reproduction

Refusal Skills – Strategies used to say no to unhealthy or risky behaviors.

Risk Behaviors – Actions that increase the chance of injury, illness, or other negative outcomes.

Sexual Behaviors – Actions related to sexual activity, which can affect physical, mental, and social health.

Self-Advocacy – The ability to speak up for yourself, express your needs, make your own decisions, and seek support when necessary.

Self-Efficacy – A person’s belief in their own ability to succeed or accomplish tasks in specific situations.

SMART – A goal-setting method: Specific, Measurable, Achievable, Relevant, Time-bound.

Social Health – The ability to form and maintain positive relationships and interact well with others.

Stress – The body’s physical, mental, or emotional response to demands, challenges, or pressures from daily life.

Supports – People, resources, or strategies that help maintain health and well-being.

Target Audience – A specific group of people likely to be interested in and purchase a product, service or message.

Trafficking – The illegal trading or transporting of people or goods, often involving coercion or exploitation. Human trafficking specifically involves forced labor or sexual exploitation. Learn more from official resources and awareness campaigns.

Trusted Adults – Reliable adults who can provide guidance, support, and help in difficult situations.

Valid – Accurate, supported by evidence, or legally recognized.

Values – Beliefs or principles that guide choices, behaviors, and decision-making.

Wellness Wheel – Social, Emotional, Spiritual, Intellectual, Physical, Environmental, Financial, Occupational.

Standards Alignment to North Dakota Century Code

North Dakota Century Code (NDCC)	Summary of Content	Health Standards Aligned to NDCC
NDCC 15.1-21-01	Elementary and middle schools shall provide instruction in Health, including physiology, hygiene, disease control, and the nature and effects of alcohol, tobacco, and narcotics.	K.HC.2, K.DM.1, K.SM.1, 1.HC.2, 1.DM.1, 1.SM.1, 2.HC.2, 2.DM.1, 3.HC.2, 3.SM.1, 4.HC.2, 4.HC.4, 4.SM.1, 5.HC.2, 5.DM.1, MS.HC.2, MS.DM.1, MS.SM.1, MS.HC.5, MS.HC.4, MS.C.1, MS.C.2,
NDCC 15.1-19-20	Each school district shall provide bullying prevention programs to all students from kindergarten through grade twelve.	K.C.2, 1.HC.3, 1.C.2, 2.HC.3, 2.C.2, 3.HC.3, 3.C.2, 3.A.1, 4.HC.2, 4.HC.4, 4.C.2, 5.HC.5, 5.AI.1, 5.C.2, MS.HC.8, MS.AI.1, MS.C.1, HS.HC.10, HS.AI.1, HS.C.1, HS.C.2, HS.C.4,
NDCC 15.1-21-24	School districts and non-public schools shall ensure the health curriculum includes instruction pertaining to the risks associated with adolescent sexual activity and the social, psychological, and physical health gains associated with abstaining from sexual activity before and outside of marriage.	MS.HC.7, HS.HC.6, HS.SM.1
NDCC.1-21-28	A school district's health curriculum must include human growth and development discussion including a high-definition video at least three minutes in duration showing the stages of early fetal development (including development of vital organs) every week of pregnancy until birth.	MS.HC.6, HS.HC.5
NDCC 15.1-09	Outlines the content to include in human trafficking training provided in grades six, ten, and twelve.	MS.HC.8, MS.AI.1, MS.C.1, MS.C.2, HS.HC.10, HS.AI.1, HS.C.1, HS.C.2, HS.C.4
NDCC 1-39-01	Defines one's "sex" as the biological state of being female or male, based on an individual's non-ambiguous sex organs, chromosomes, and endogenous hormone profile at birth.	