

North Dakota Health Content and Achievement Standards

Grades K–12

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North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 East Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440

www.dpi.state.nd.us



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FOREWORD

**By Dr. Wayne G. Sanstead,
State Superintendent**

There is perhaps no greater responsibility for a community than to provide for the care and education of its citizens. We stand together, committed to the advancement of quality education for all our students. It is toward this aim that I am pleased to issue this document, the *North Dakota Health Content and Achievement Standards*. This document represents an important step in defining and implementing what constitutes a quality education for North Dakota citizens.

The State's Protocols for Developing Standards

As a matter of public policy, the North Dakota Department of Public Instruction believes that public education stakeholders must define "what students should know and be able to do." State law (NDCC 15.1-02-04.3) places responsibility for the writing of state academic standards with the State Superintendent. State law (NDCC 15.1-02-04.4; 15.1-21-08) also places responsibility with the State Superintendent for the supervision of State assessments that are based on the State's academic standards. To this end, the Department of Public Instruction has worked closely with the State's educators, through a clearly articulated process, to develop academic standards and aligned assessments that reflect the profession's best insights into what constitutes a quality education for every citizen.

The North Dakota State content and achievement standards offer guidance in core curriculum areas while, at the same time, they allow for, indeed *encourage*, a dynamic and living curriculum created at the local school district level. To ensure educational relevance, the North Dakota State content and achievement standards are (1) based on academic standards developed nationally by various professional education associations, (2) periodically revised as suggested by

classroom and community experiences and expectations, and (3) widely supported by state and national education policymakers.

While the North Dakota State content and achievement standards represent an official, statewide reference point for content and proficiency, local school districts are encouraged to use the State's content and achievement standards as guides in the development of local, customized curriculum in the core content areas. Put another way, standards-based education requires that a community agree upon what skills and abilities students should have upon leaving high school and what an appropriate K-12 educational experience should look like in the classroom.

The Department seeks to engage stakeholders in the development and performance reporting of a valid and reliable educational accountability system. To ensure that the State's accountability system engenders confidence among constituents, the Department has established a system of prescribed activities that are designed to assure procedural validity and reliability, product quality, and systemic integrity. The Department, with the assistance of professional educators from across the State, has established process and content protocols to articulate the governing rules for the development of State content and achievement standards and assessments.

I encourage all citizens to familiarize themselves with the process used to define, review, and implement the State's challenging content and achievement standards. The *North Dakota Standards and Assessment Development Protocols* (refer to the following website: <http://www.dpi.state.nd.us/standard/protocols.pdf>) identify the procedures Department staff and statewide educator design teams follow regarding the staffing, design process, formatting, and content

of all documents. These protocols ensure that quality assurance measures are observed and that the process and its resulting product are valid. The *North Dakota Health Content and Achievement Standards* document has been developed with care and attention to the requirements of the State standards protocols.

State's Accountability for Every Student

Article VIII of the State's Constitution places a high-level responsibility on the State to ensure the literacy of every citizen. A high-quality education is the right of every student.

Assuring comparable educational opportunity is a primary responsibility of the State's education system. The State's challenging content and achievement standards define what students should know and be able to do. In a sense, these standards represent a state contract with our students.

I urge school districts to build their respective curricula upon these worthy standards. A school's curriculum encompasses that collection of textbooks, media, experiences, and instruction that guide a student's exposure to the standards. The standards define the "what" and the curriculum defines the "how" of education. To hold itself accountable for the educational services it provides through its schools, the State has developed an assessment system that is designed to measure student performance in terms of these State standards within selective subjects or discipline (i.e. reading/language arts, mathematics and science). By measuring student achievement in terms of the State's challenging standards, we are able to monitor growth, address deficiencies, and ensure comparability of educational opportunity statewide.

The State's academic assessments are aligned to the State's challenging content and achievement standards. The State measures, through a sampling of test questions, the annual performance of students statewide. Results are analyzed based on overall student achievement and on the performance of student subgroups, i.e., students of different ethnic backgrounds, limited English proficient

students, economically disadvantaged students, and students with disabilities.

The State issues annual reports on the progress students make toward overall proficiency in terms of the State's standards. I invite all educators and citizens to learn more about the State's Accountability Plan which details this annual report. (Refer to the following website: <http://www.dpi.state.nd.us/grants/NCLB.shtm>.)

I assure you that our State's accountability system exists to protect the interests of every student—*every* student.

Continuing Tradition of Improvement and Excellence

The legacy of the North Dakota educational system is represented by the quality of the students it graduates every year. Every student who graduates at the proficient level from a North Dakota school testifies to the strength of the families, communities, and schools that nurtured and educated that student.

Yet, as long as there are students who graduate from a North Dakota school scoring at levels less than proficient—or who do not graduate at all, then evidence exists of our need to improve. School improvement requires a healthy network of families, communities, and schools, working together, to achieve the ultimate aim set forth within the State Constitution.

The State standards, by their very nature, define the measure of success we seek to achieve. We cannot summarily claim success as long as any of our students fall below the proficient level as defined by our achievement standards. Proficiency of every student is our mission. This is why we do what we do. Each and every student, in every subgroup, is that important.

North Dakota schools embody a long-standing tradition to build on success and improve where necessary. These standards establish our measures for success. These standards anchor us and guide us. If we, indeed, are to continue to improve as an educational system, then it is these standards that will lead us ultimately to our goal. The

North Dakota content and achievement standards are that important to us all.

Gratitude to a Dedicated Profession

We stand on the shoulders of those educators who have preceded us. Whatever measure of success we have experienced to date rests in large measure on their efforts and dedication. Each passing generation stands as a testament to the spirit of excellence that exists within the education community. Each generation builds upon the strengths of its predecessors in order to secure a better future for those who follow.

The work of developing and implementing the State health standards finds its origins in many past efforts. The contributions of countless educators are astounding and inspiring. It is now for our generation to harvest the best of the past, to incorporate our best insights based on current research, and to restate our mission for future learners.

I wish to recognize each individual team member and the hundreds of reactors who contributed to the writing of this important document. We must be mindful of the many months and iterations of background research, discussions, drafting, reflective analysis, debating, and

ultimate resolution that have been invested in this document. No words of gratitude can ever do justice to the quality of work or the commitment found within this document.

Now, the work rests with us. Our current and future students depend on us. Let us go forth and touch the future together.

Wayne G. Sanstead

INTRODUCTION

“If we could give every individual the right amount of nourishment and exercise, not too little and not too much, we would have found the safest way to health.” Hippocrates

A high-quality health program is essential for all students. It provides a foundation for intelligent and precise thinking. Health should also provide every student with the opportunity to choose among a full range of future career paths and to contribute to society as an informed citizen. To be a responsible and productive member of today’s society a student needs to have a broad, connected, and useful knowledge of health.

The *North Dakota Health Content and Achievement Standards* document provides a framework for the skills and knowledge that students in grades K-12 are expected to attain in health. Based on its predecessor, the *2000 North Dakota Health Content Standards*, this document includes standards and benchmarks and defines levels of achievement at each grade level. In addition to referencing previous state content standards, these current state standards reference the National Health Education Standards, 2006 as well as standards documents from other states.

The standards in this document provide clear, concise, and measurable expectations in health for all students. The standards set targets and expectations for what teachers need to teach and students need to learn by the end of each grade level or grade band. Parents, community members, and state and local policy makers play an integral part in helping students attain these expectations. This document is a useful resource that will help school districts provide students with health education curriculum that gives them information and skills for healthy living now and throughout their lives.

The standards focus on essential content for all students. Maintaining high expectations for all students is a component of equity in education. “All students” include those with diverse cultural backgrounds, limited English proficiency, or disabilities; those who have high intellectual ability; and those from advantaged or disadvantaged socioeconomic backgrounds. It includes students who, after high school, choose to enter the workforce, pursue technical career preparation, or attend college.

Use of the Document

This document serves as a guide for local districts in developing standards. Use of the standards in this document is encouraged, but districts are not required to adopt these standards nor are students required to meet them. It is strongly recommended that a district team be convened to align and/or write curriculum from these state standards, considering local values, developmental level of students, and educational goals. Furthermore, it is recommended that school districts consider and advocate an amount of time necessary to teach the health curriculum utilizing these standards in grades K-12.

This document is organized around a core of fundamental health standards for all students in the State of North Dakota. Grade level expectations are identified for kindergarten through senior high school, individually for each grade K-6 and for grade bands 7-8 and 9-12. These statements reflect what every student should know and be able to do at the end of each specified grade level.

As teachers use this document, it is important to read the grade level benchmarks and the preceding and subsequent benchmarks in order to best prepare students to attain mastery at each grade level.

Definitions and Document Components

The *North Dakota Health Content and Achievement Standards* contains the following organizational components:

- **Content standard:** A broad description of what students should know and be able to do within health.
- **Topic:** A category within a content standard that associates or aids in the organization of related benchmark expectations that may carry across grade levels.
- **Grade-level benchmark expectation:** A statement of what students should know and be able to do at specified grade levels. It clearly specifies and itemizes the content of a standard at a specific grade level. Grade level expectations are benchmarked to indicate a higher level of knowledge and skills as the student progresses through the curriculum. *Please Note: This does not mean that the skill is not taught prior to this grade level or practiced beyond. It simply marks a spot where students should be assessed for achievement.*
- **Use of i.e., and e.g.:** When found within a benchmark, **i.e.** means inclusive of, only the listed items should be assessed at a particular benchmark; **e.g.** means an example of, not inclusive of the whole, some of those available. E.g. is not meant to describe an exhaustive list; rather, it provides guidance for teachers by illustrating possibilities.
- **Achievement Descriptor:** A description of what a student knows and is able to do to demonstrate a level of achievement on a content standard. Descriptors for achievement are set at four levels and are defined as follows:

- **Advanced Proficient:** Demonstrates exemplary understanding or skill and exceeds expected level of performance.
- **Proficient:** Demonstrates understanding or skill and meets expected level of performance.
- **Partially Proficient:** Demonstrates an emerging or developing level of understanding and performance.
- **Novice:** Attempt made; however, lack of understanding and performance is evident.

State Content Standards Format

Each content standard is presented according to the following format.

- **Heading.** A standard is introduced by an overall page heading that identifies the standard's number within the subject and a short descriptive title (e.g., "*Standard 1: Human Growth and Development*").
- **Content Standards Description.** The standard is defined succinctly in terms of students' expected knowledge or skill (e.g., "*Standard 1: Students understand the fundamental concepts of growth and development.*").
- **Numbering.** The numerical order of the content standards does not imply any particular judgments regarding their relative importance or teaching priority. Each standard conforms to the following prescribed numbering system.
 1. **Content Standard.** A standard is identified uniquely by a prescribed two-digit nomenclature (e.g., "6.3"). The first digit refers to the grade level (e.g., *grade 6*). The second

digit refers to the standard's listing within the subject (e.g., *standard #3*).

2. *Grade-level benchmark expectation.* A benchmark expectation is identified uniquely by a prescribed three-digit nomenclature (e.g., "6.3.2"). The first digit refers to the grade level (e.g., *grade 6*). The second digit refers to the standard's listing within the subject (e.g., *standard #3*). The third digit refers to the benchmark's listing within the standard (e.g., *the second benchmark within the third standard*).

3. *Topics.* Since topics only organize benchmark expectations within a standard and identify no specific knowledge or skill, topics will carry no uniquely identifiable number.

State Achievement Descriptor Format

State achievement descriptors have been developed for all content standards. An achievement descriptor is a description of what a student knows and is able to do to demonstrate a level of achievement on a content standard.

Achievement descriptors guide one's interpretation regarding "how well a student demonstrates knowledge or skill within a content standard." As such, achievement descriptors aid in defining performance and in establishing "grading" parameters. Achievement descriptors identify four categories or levels of student achievement: (1) *advanced proficient*, (2) *proficient*, (3) *partially proficient*, and (4) *novice*. The *proficient* level represents how well a student should minimally demonstrate achievement within health to meet grade level expectations.

The State achievement descriptors express the characteristics of each of the four achievement levels for all content standards. In many instances, achievement descriptors are presented for individual benchmark expectations. In some

instances, where benchmark expectations show a closer association to each other, achievement descriptors may be presented for the entire topic.

To develop an achievement descriptor, the writing team first identified the focus of student performance for that benchmark. The focus of performance reflects the nature of the benchmark. A focus of performance might be related to the degree of error in the performance, the speed or fluency of the performance, the variety of examples provided, the quality of the performance, the significance of details provided, or the consistency of the performance. For example, the focus of performance for benchmarks that require students to explain a concept, principle, or generalization might be expressed through the significance of details or the degree of error. For consistency, writers used a limited set of descriptors for each focus to describe the levels of performance (i.e., advanced proficient, proficient, partially proficient, novice). For example, for the "quality" focus, descriptors for the four levels included, among others, insightful, relevant, superficial, and irrelevant, respectively.

Teachers in a school or district should come to consensus on the meaning of these terms, perhaps through professional dialogue and examination of student work. Teachers also will need to help students understand what is meant by these terms by providing examples of student work at each performance level.

State Standards and Local Curriculum Development

State content standards broadly define what a student should know and be able to do. State content standards become the basis upon which local school districts define their local curriculum. School districts choose those instructional materials and practices that will ensure a rich health curriculum for all students. And clear content standards define all that will be assessed at a grade level. Quality education begins with and springs from challenging content standards.

Health instruction should reflect what both educational research and best practices reveal about the teaching and learning of health. It should include hands on experiences and innovative health technology.

Integrating Health Standards Across the Curriculum And Outside of School

Individuals encounter health in a wide variety of settings in daily living. Accordingly, the instruction of health should be integrated throughout the curriculum and not be restricted to the instruction that occurs during the confines of a health course. Health constitutes foundational knowledge and carries content that touches on a wide variety of other disciplines. In the development of a school's overall curriculum, attention should be given to ensure that content linkages are designed across disciplines. Students will optimize their learning whenever direct connections are made within the wider curriculum.

Organization of the Document

The standards and benchmarks in this document address the dimensions of health (i.e., physical, emotional, social, spiritual, intellectual, occupational, and environmental) and serve as a guide to districts in developing their health curriculum. Furthermore, consideration is given to the following, as advocated by the Center for Disease Control (CDC).

Six priority health behaviors contribute to the leading causes of death, disability, and social problems in the United States.

- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity
- Alcohol and other drug use
- Sexual behaviors that may result in HIV infection, other sexually transmitted diseases and unintended pregnancy

- Behaviors that contribute to unintentional injuries and violence

In addition to statements of the content standards and achievement descriptors, the document includes benchmark expectations for what students should know and be able to do in the area of health education by the end of grades K, 1, 2, 3, 4, 5, 6, 7-8, 9-12.

Personalizing Education: Differentiated Instruction and Alternate Assessment

All students are to be taught to the State's challenging standards. This is a fundamental principle to ensure that every student will be offered a comparable and equitable opportunity for a quality education. In the course of instruction, it is appropriate to personalize or differentiate instruction for students based on their individual programming. All students should be introduced to the content, including the language or vocabulary inherent in the standards. Students should be allowed to explore new or unique expressions of the standards that better allow them access to the breadth and depth of the standards. Students should be encouraged to internalize and rearticulate the standards in a manner that advances each student's appreciation, integration, and generalization of the standards' meaning. Students should understand that their education is an ongoing, rich exploration and incorporation of the standards.

In the course of instruction of students with significant cognitive disabilities, it will be appropriate, indeed necessary, to personalize or differentiate instruction to meet their unique needs. Teachers, other educational support staff, and parents of a student with a significant cognitive disability may, within the context of an individualized education program (IEP) team, determine it necessary to interpret a standard to meet the needs of the learner. Educators might consider what a given grade level benchmark expectation would look like for a given student with a significant disability. Highly qualified special

educators will realize that the topic of human growth and development, for example, can be taught, but with different teaching strategies and modified expectations. Any such instructional strategies and modified expectations should be referenced within the student's individualized education program.

As a matter of policy, no State content or achievement standards document may develop, reference, or otherwise encourage modified benchmark expectations that alter, in any

manner, the breadth or depth of the State's challenging standards. The differentiation of any instruction is limited solely to a local individualized education program team and allowed only for students with significant cognitive disabilities. Educators and parents are encouraged to consult the State's guidance on the development of a student's individualized education program. Refer to the following website for additional information concerning the development of individualized education programs:

<http://www.dpi.state.nd.us/speced/guide/iep/index.shtm>

NORTH DAKOTA HEALTH CONTENT STANDARDS WRITING TEAM

Jan Adair
Minnesota State University
Moorhead, MN

Cindy Arndorfer
Hettinger School District
Hettinger, ND

Vicki Bender
Montefiore School District
Wilton, ND

Barb Boyeff
Jim Hill Middle School
Minot, ND

Tom Burckhard
St. Joseph's Elementary School
Devils Lake, ND

Janice Cossette
Ben Franklin Middle School
Fargo, ND

Billie Dixon
Lake Agassiz & Winship Elementary
Schools
Grand Forks, ND

Mary Ann Ensrud
Dakota Prairie School District
McVillie, ND

Jim Gravalin
Wilkinson Elementary School
Williston, ND

North Dakota Health
Content and Achievement Standards

Mary Gravalin
Williston Middle School
Williston, ND

JoAnn Jacobson
Wachter Middle School
Bismarck, ND

Stacy Johnson
ND Department of Health
Bismarck, ND

Lyll Krueger
Max Public Schools
Max, ND

Marcene Malusky
Ben Franklin Middle School
Fargo, ND

Joe Mertens
Four Winds Community High School
Fort Totten, ND

Nancy Paintner
Griggs County Central
Cooperstown, ND

Sharon Soehren
Bison School District
Bison, ND

Chris Sommer
Grenora School District
Grenora, ND

Bobbi Svihl
St. Josephs Elementary School
Williston, ND

Greg Svihl
Trenton School District
Trenton, ND

Claudia Tomanek
Dorothy Moses Elementary School
Bismarck, ND

Randy Votava
Carl Ben Eielson Elementary School
Grand Forks, ND

Angie Williams
Lisbon School District
Lisbon, ND

MID-CONTINENT RESEARCH FOR EDUCATION AND LEARNING

Project Consultant

John D. Ristvey, Jr
4601 DTC Blvd, Suite 500
Denver, Colorado 80237-2596
(303) 632-5620
jristvey@mcrel.org
<http://www.mcrel.org>

Project Consultant

Ceri Dean, Ph.D.
4601 DTC Blvd, Suite 500
Denver, Colorado 80237-2596
(303) 632-5620
cdean@mcrel.org
<http://www.mcrel.org>

Project Evaluator

John Kendall
4601 DTC Blvd, Suite 500
Denver, Colorado 80237-2596
(303) 632-5527
jkendall@mcrel.org
<http://www.mcrel.org>

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Project Coordinators

Patrice S. Anderson, Assistant Director
Coordinated School Health
600 East Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440
(701) 328-2265
psanderson@nd.gov
<http://www.dpi.state.nd.us>

Greg Gallagher, Director
Standards and Achievement
600 East Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440
(701) 328-1838
ggallagher@nd.gov
<http://www.dpi.state.nd.us>

Heidi Bergland, Administrative Assistant
Standards and Achievement
600 East Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440
(701) 328-2317
hbergland@nd.gov
<http://www.dpi.state.nd.us>

Standard 1: Growth and Development

Standard 1: Students understand the fundamental concepts of growth and development.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
HUMAN GROWTH AND DEVELOPMENT				
K.1.1 Describe physical changes (e.g., teeth, hair, height, weight, coordination) that occur from infancy through adulthood	Students describe physical changes that occur from infancy through adulthood with substantial detail.	Students describe physical changes that occur from infancy through adulthood with sufficient detail.	Students describe physical changes that occur from infancy through adulthood with sketchy detail.	Students describe physical changes that occur from infancy through adulthood with little or no detail.
BODY SYSTEMS				
K.1.2 Locate basic parts of the human body (e.g., heart, lungs, muscles, eyes, ears)	Students locate basic parts of the human body with few, if any, errors.	Students locate basic parts of the human body with no significant errors.	Students locate basic parts of the human body with limited significant errors.	Students locate basic parts of the human body with many significant errors.
Grade 1				
HUMAN GROWTH AND DEVELOPMENT				
1.1.1 Compare the diverse patterns of growth (e.g., body size-short/tall, overweight/underweight, baby teeth/permanent teeth) and development among individuals	Students compare the diverse patterns of growth and development with substantial detail.	Students compare the diverse patterns of growth and development with sufficient detail.	Students compare the diverse patterns of growth and development with sketchy detail.	Students compare the diverse patterns of growth and development with little or no detail.
BODY SYSTEMS				
1.1.2 Explain how to care for the major body parts (e.g., heart, lung, muscles, eyes, and ears)	Students explain how to care for the major body parts with substantial detail.	Students explain how to care for the major body parts with sufficient detail.	Students explain how to care for the major body parts with sketchy detail.	Students explain how to care for the major body parts with little or no detail.
Grade 2				
HUMAN GROWTH AND DEVELOPMENT				
2.1.1 Explain how responsibilities change as we grow older (e.g., tasks require more skill, strength, knowledge)	Students explain how responsibilities change as we grow older with substantial detail.	Students explain how responsibilities change as we grow older with sufficient detail.	Students explain how responsibilities change as we grow older with sketchy detail.	Students explain how responsibilities change as we grow older with little or no detail.

Standard 1: Students understand the fundamental concepts of growth and development.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>BODY SYSTEMS 2.1.2 Explain the basic functions of the major parts of the body (e.g., heart, lungs, muscles, ears, eyes)</p>	Students explain the basic functions of the major parts of the body with few, if any, errors.	Students explain the basic functions of the major parts of the body with no significant errors.	Students explain the basic functions of the major parts of the body with limited significant errors.	Students explain the basic functions of the major parts of the body with many significant errors.
Grade 3				
HUMAN GROWTH AND DEVELOPMENT				
3.1.1 Identify the stages of the life cycle (i.e., birth, infancy, childhood, adolescence, adulthood, late adulthood, death)	Students identify the stages of the life cycle with few, if any, errors.	Students identify the stages of the life cycle with no significant errors.	Students identify the stages of the life cycle with limited significant errors.	Students identify the stages of the life cycle with many significant errors.
3.1.2 Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings)	Students identify insightful examples of intellectual, emotional, social, and spiritual health during childhood.	Students identify relevant examples of intellectual, emotional, social, and spiritual health during childhood.	Students identify unexceptional examples of intellectual, emotional, social, and spiritual health during childhood.	Students identify irrelevant examples of intellectual, emotional, social, and spiritual health during childhood.
BODY SYSTEMS				
3.1.3 Identify basic human body systems and their functions (i.e., skeletal: gives body support and shape; muscular: helps body move; circulatory: moves blood throughout the body; respiratory: helps the body use the air we breathe; digestive: helps the body use food to make energy; nervous: controls all body actions)	Students identify the basic human body systems and their functions with few, if any, errors.	Students identify the basic human body systems and their functions with no significant errors.	Students identify the basic human body systems and their functions with limited significant errors.	Students identify the basic human body systems and their functions with many significant errors.
3.1.4 Describe the effects of healthy and unhealthy foods on the body (e.g., healthy foods provide nutrients for growth and development; unhealthy foods contribute to a lack of energy and obesity)	Students describe the effects of healthy and unhealthy foods on the body with substantial detail.	Students describe the effects of healthy and unhealthy foods on the body with sufficient detail.	Students describe the effects of healthy and unhealthy foods on the body with sketchy detail.	Students describe the effects of healthy and unhealthy foods on the body with little or no detail.

Standard 1: Students understand the fundamental concepts of growth and development.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
GRADE 4				
HUMAN GROWTH AND DEVELOPMENT				
4.1.1 Explain the cycle of growth and development in humans from infancy to late adulthood	Students explain the cycle of growth and development in humans from infancy to late adulthood with substantial detail.	Students explain the cycle of growth and development in humans from infancy to late adulthood with sufficient detail.	Students explain the cycle of growth and development in humans from infancy to late adulthood with sketchy detail.	Students explain the cycle of growth and development in humans from infancy to late adulthood with little or no detail.
4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)	Students explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood in substantial detail.	Students explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood with sufficient detail.	Students explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood with sketchy detail.	Students explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood with little or no detail.
BODY SYSTEMS				
4.1.3 Describe how basic structure and functions of the human body systems are interrelated (e.g., skeletal system and muscular system work together to allow for movement)	Students describe how basic structure and functions of the human body systems are interrelated with substantial detail.	Students describe how basic structure and functions of the human body systems are interrelated with sufficient detail.	Students describe how basic structure and functions of the human body systems are interrelated with sketchy detail.	Students describe how basic structure and functions of the human body systems are interrelated with little or no detail.
Grade 5				
HUMAN GROWTH AND DEVELOPMENT				
5.1.1 Describe changes that occur during puberty (e.g., changes in voice, hair growth, mood swings, sensitivity to peer influence)	Students describe an extensive variety of changes that occur during puberty.	Students describe a representative variety of changes that occur during puberty.	Students describe a limited variety of changes that occur during puberty.	Students describe an insufficient variety of changes that occur during puberty.
BODY SYSTEMS				
5.1.2 Explain the maintenance of human body systems (e.g., skeletal: choose foods high in calcium and vitamin D, be physically active)	Students explain the maintenance of human body systems with substantial detail.	Students explain the maintenance of human body systems with sufficient detail.	Students explain the maintenance of human body systems with sketchy detail.	Students explain the maintenance of human body systems with little or no detail.

Standard 1: Students understand the fundamental concepts of growth and development.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 6				
HUMAN GROWTH AND DEVELOPMENT				
6.1.1 Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle	Students identify an extensive variety of physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle.	Students identify a representative variety of physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle.	Students identify a limited variety of physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle.	Students identify an insufficient variety of physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle.
6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)	Students describe the importance of intellectual, emotional, social, and physical health during adolescence with substantial detail.	Students describe the importance of intellectual, emotional, social, and physical health during adolescence with sufficient detail.	Students describe the importance of intellectual, emotional, social, and physical health during adolescence with sketchy detail.	Students describe the importance of intellectual, emotional, social, and physical health during adolescence with little or no detail.
BODY SYSTEMS				
6.1.3 Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system)	Students explain how body systems are affected by health behaviors with substantial detail.	Students explain how body systems are affected by health behaviors with sufficient detail.	Students explain how body systems are affected by health behaviors with sketchy detail.	Students explain how body systems are affected by health behaviors with little or no detail.
Grades 7–8				
HUMAN GROWTH AND DEVELOPMENT				
7-8.1.1 Describe physical, intellectual, social, and emotional changes that occur throughout the life cycle (e.g., body maturation, brain development, social awareness)	Students describe physical, intellectual, social, and emotional changes that occur throughout the life cycle with substantial detail.	Students describe physical, intellectual, social, and emotional changes that occur throughout the life cycle with sufficient detail.	Students describe physical, intellectual, social, and emotional changes that occur throughout the life cycle with sketchy detail.	Students describe physical, intellectual, social, and emotional changes that occur throughout the life cycle with little or no detail.
7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)	Students describe the interrelationship of intellectual, emotional, social, and physical health during adolescence with substantial detail.	Students describe the interrelationship of intellectual, emotional, social, and physical health during adolescence with sufficient detail.	Students describe the interrelationship of intellectual, emotional, social, and physical health during adolescence with sketchy detail.	Students describe the interrelationship of intellectual, emotional, social, and physical health during adolescence with little or no detail.

Standard 1: Students understand the fundamental concepts of growth and development.

Benchmark Expectations		ACHIEVEMENT DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
7-8.1.3	Explain the processes of conception, prenatal development, and birth	Students explain the processes of conception, prenatal development, and birth with substantial detail.	Students explain the processes of conception, prenatal development, and birth with sufficient detail.	Students explain the processes of conception, prenatal development, and birth with sketchy detail.	Students explain the processes of conception, prenatal development, and birth with little or no detail.
BODY SYSTEMS					
7-8.1.4	Identify the anatomical structures of the reproductive system	Students identify anatomical structures of the reproductive system with few, if any, errors.	Students identify anatomical structures of the reproductive system with no significant errors.	Students identify anatomical structures of the reproductive system with limited significant errors.	Students identify anatomical structures of the reproductive system with many significant errors.
Grades 9–12					
HUMAN GROWTH AND DEVELOPMENT					
9-12.1.1	Explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities)	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with substantial detail.	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with sufficient detail.	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with sketchy detail.	Students explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities with little or no detail.
9-12.1.2	Explain how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality	Students provide an insightful explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.	Students provide a relevant explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.	Students provide a superficial explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.	Students provide an irrelevant explanation of how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality.
9-12.1.3	Describe the importance of prenatal and postnatal care to both parents and child	Students describe the importance of prenatal and postnatal care to parents and the child with substantial detail.	Students describe the importance of prenatal and postnatal care to parents and the child with sufficient detail.	Students describe the importance of prenatal and postnatal care to parents and the child with sketchy detail.	Students explain the importance of prenatal and postnatal care to parents and the child with little or no detail.

Standard 1: Students understand the fundamental concepts of growth and development.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
BODY SYSTEMS				
9-12.1.4 Explain how personal health behaviors impact the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STD/STIs)	Students explain how personal health behaviors impact the functioning of body systems with substantial detail.	Students explain how personal health behaviors impact the functioning of body systems with sufficient detail.	Students explain how personal health behaviors impact the functioning of body systems with sketchy detail.	Students explain how personal health behaviors impact the functioning of body systems with little or no detail.
9-12.1.5 Explain the functions of the reproductive system	Students explain the functions of the reproductive system with substantial detail.	Students explain the functions of the reproductive system with sufficient detail.	Students explain the functions of the reproductive system with sketchy detail.	Students explain the functions of the reproductive system with little or no detail.

Standard 2: Personal Health

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
PERSONAL HEALTH				
K.2.1 Identify behaviors that contribute to emotional, social, and physical health (e.g., healthy eating, physical activity, sleep, personal hygiene, avoiding second hand smoke)	Students identify an extensive variety of behaviors that contribute to emotional, social, and physical health.	Students identify a representative variety of behaviors that contribute to emotional, social, and physical health.	Students identify a limited variety of behaviors that contribute to emotional, social, and physical health.	Students identify an insufficient variety of behaviors that contribute to emotional, social, and physical health.
K.2.2 Identify potentially dangerous situations and ways to avoid personal harm (e.g., fire-don't play with matches, water-be with an adult, traffic-stay out of streets, medicine-take from a trusted adult, strangers- just say "No")	Students identify an extensive variety of potentially dangerous situations and ways to avoid personal harm.	Students identify a representative variety of potentially dangerous situations and ways to avoid personal harm.	Students identify a limited variety of potentially dangerous situations and ways to avoid personal harm.	Students identify an insufficient variety of potentially dangerous situations and ways to avoid personal harm.
DISEASE AND ILLNESS				
K.2.3 Describe a variety of ways to prevent the spreading of illnesses (e.g., washing hands, covering mouth, using tissues)	Students describe an extensive variety of ways to prevent the spreading of illnesses.	Students describe in a representative variety of ways to prevent the spreading of illnesses.	Students describe a limited variety of ways to prevent the spreading of illnesses.	Students describe an insufficient variety of ways to prevent the spreading of illnesses.
K.2.4 Identify the types of check-ups (e.g., dental, vision, hearing, speech, wellness checks) needed for maintaining a healthy body	Students identify an extensive variety of types of check-ups needed for maintaining a healthy body.	Students identify a representative variety of check-ups needed for maintaining a healthy body.	Students identify a limited variety of types of check-ups needed for maintaining a healthy body.	Students identify an insufficient variety of types of check-ups needed for maintaining a healthy body.
SAFETY AND INJURY PREVENTION				
K.2.5 Describe the safety rules / procedures used in home, school, and community settings (e.g., school drills, fire and tornado drills, water safety rules, calling 911 for emergencies, classroom rules, playground rules)	Students describe an extensive variety of safety rules / procedures used in home, school, and community settings.	Students describe a representative variety of safety rules / procedures used in home, school, and community settings.	Students describe a limited variety of safety rules/ procedures used in home, school, and community settings.	Students describe an insufficient variety of safety rules / procedures used in home, school, and community settings.

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 1				
PERSONAL HEALTH				
1.2.1 Explain how healthy behaviors impact personal, emotional, social, and physical health (e.g., following new food pyramid guidelines – better nutrition and healthy weight, physical activity-more energy, sleep-energy and attention span, hygiene-self-esteem)	Students explain how healthy behaviors impact personal, emotional, social, and physical health with substantial detail.	Students explain how healthy behaviors impact personal, emotional, social, and physical health with sufficient detail.	Students explain how healthy behaviors impact personal, emotional, social, and physical health with sketchy detail.	Students explain how healthy behaviors impact personal, emotional, social, and physical health with little or no detail.
1.2.2 Identify safe behaviors in a range of situations (e.g., fire-stop, drop, and roll, water-life jacket, bike-helmet, good touch/bad touch, technology-use computer with parent supervision)	Students identify safe behaviors in an extensive variety of situations.	Students identify safe behaviors in a representative variety of situations.	Students identify safe behaviors in a limited variety of situations.	Students identify safe behaviors in an insufficient variety of situations.
DISEASE AND ILLNESS				
1.2.3 Identify symptoms of common illnesses/conditions (e.g., cold, flu, diabetes, asthma, allergies)	Students identify symptoms associated with an extensive variety of common illnesses/conditions.	Students identify symptoms associated with a representative variety of common illnesses/conditions.	Students identify symptoms associated with a limited variety of common illnesses/conditions.	Students identify symptoms associated with an insufficient variety of common illnesses/conditions.
1.2.4 Explain the importance of regular health check-ups (e.g., dental-healthy teeth and gums, vision-glasses/no glasses, hearing-ability to receive information, speech-communicate effectively, wellness checks-maintenance of healthy body)	Students explain the importance of regular health check-ups with substantial detail.	Students explain the importance of regular health check-ups with sufficient detail.	Students explain the importance of regular health check-ups with sketchy detail.	Students explain the importance of regular health check-ups with little or no detail.
SAFETY AND INJURY PREVENTION				
1.2.5 Describe safe behaviors one can use to reduce the risk of injury (e.g., wearing seat belts, using protective equipment such as helmets, obeying pedestrian rules, checking traffic before crossing a road, calling 911, fire safety-stop, drop and roll)	Students describe an extensive variety of safe behaviors one can use to reduce the risk of injury.	Students describe a representative variety of safe behaviors one can use to reduce the risk of injury.	Students describe a limited variety of safe behaviors one can use to reduce the risk of injury.	Students describe an insufficient variety of safe behaviors one can use to reduce the risk of injury.

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>1.2.6 Describe the purpose of safety rules for home, school, and community settings (e.g., school drills, fire and tornado drills, calling 911 for emergencies, water safety rules, technology safety)</p>	Students describe the purpose of safety rules for home, school, and community settings with substantial detail.	Students describe the purpose of safety rules for home, school, and community settings with sufficient detail.	Students describe the purpose of safety rules for home, school, and community settings with sketchy detail.	Students describe the purpose of safety rules for home, school, and community settings with little or no detail.
Grade 2				
PERSONAL HEALTH				
<p>2.2.1 Describe how individuals can promote and protect their health (e.g., healthy eating-planned meal, daily physical activity, wellness plan, sleep-regular patterns, personal hygiene-daily routine, avoiding second hand smoke)</p>	Students describe how individuals can promote and protect their health with substantial detail.	Students describe how individuals can promote and protect their health with sufficient detail.	Students describe how individuals can promote and protect their health with sketchy detail.	Students describe how individuals can promote and protect their health with little or no detail.
<p>2.2.2 Identify appropriate and inappropriate responses in a range of situations (e.g., fire-get out, call 911/ don't hide; pedestrian-look both ways/ don't dart into street; good touch/bad touch)</p>	Students identify an extensive variety of appropriate and inappropriate responses in a range of situations.	Students identify a representative variety of appropriate and inappropriate responses in a range of situations.	Students identify a limited variety of appropriate and inappropriate responses in a range of situations.	Students identify an insufficient variety of appropriate and inappropriate responses in a range of situations.
DISEASE AND ILLNESS				
<p>2.2.3 Identify prevention strategies for common illnesses (e.g., cold, flu)</p>	Students identify an extensive variety of prevention strategies for common illnesses.	Students identify a representative variety of prevention strategies for common illnesses.	Students identify a limited variety of prevention strategies for common illnesses.	Students identify an insufficient variety of prevention strategies for common illnesses.
SAFETY AND INJURY PREVENTION				
<p>2.2.4 Identify safe and unsafe situations (e.g., wearing seat belts/not in a booster chair, helmets/no helmets, life jacket/no life jacket)</p>	Students identify an extensive variety of safe and unsafe situations.	Students identify a representative variety of safe and unsafe situations.	Students identify a limited variety of safe and unsafe situations.	Students identify an insufficient variety of safe and unsafe situations.
Grade 3				
PERSONAL HEALTH				
<p>3.2.1 Describe how personal health behaviors (e.g., grooming habits, wellness exams, proper nutrition, health fitness) affect individual well-being</p>	Students describe how personal health behaviors affect individual well-being with substantial detail.	Students describe how personal health behaviors affect individual well-being with sufficient detail.	Students describe how personal health behaviors affect individual well-being with sketchy detail.	Students describe how personal health behaviors affect individual well-being with little or no detail.

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.					
Benchmark Expectations		ACHIEVEMENT DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
3.2.2	Explain how the family, school, and community influence personal health (e.g., family promotes personal health, school educates the youth, community provides resources)	Students explain how the family, school, and community influence personal health with substantial detail.	Students explain how the family, school, and community influence personal health with sufficient detail.	Students explain how the family, school, and community influence personal health with sketchy detail.	Students explain how the family, school, and community influence personal health with little or no detail.
3.2.3	Describe factors related to intellectual, emotional, social, and physical health (e.g., having trusted person to talk to, being physically active every day)	Students describe factors related to intellectual, emotional, social, and physical health with substantial detail.	Students describe factors related to intellectual, emotional, social, and physical health with sufficient detail.	Students describe factors related to intellectual, emotional, social, and physical health with sketchy detail.	Students describe factors related to intellectual, emotional, social, and physical health with little or no detail.
DISEASE AND ILLNESS					
3.2.4	Identify the differences between communicable and non-communicable illnesses and diseases (e.g., communicable: cold, flu, strep throat; non-communicable: asthma, allergies, cancer)	Students identify the differences between communicable and non-communicable illnesses and diseases with few, if any, errors.	Students identify the differences between communicable and non-communicable illnesses and diseases with no significant errors.	Students identify the differences between communicable and non-communicable illnesses and diseases with limited significant errors.	Students identify the differences between communicable and non-communicable illnesses and diseases with many significant errors.
SAFETY AND INJURY PREVENTION					
3.2.5	Describe the characteristics of threatening situations (e.g., bullying, harassment, internet sites)	Students describe the characteristics of threatening situations with substantial detail.	Students describe the characteristics of threatening situations with sufficient detail.	Students describe characteristics of threatening situations with sketchy detail.	Students describe the characteristics of threatening situations with little or no detail.
3.2.6	Explain personal safety procedures and use of equipment (e.g., life jackets, emergency exit routes, seatbelts)	Students explain an extensive variety of personal safety procedures and use of equipment.	Students explain a representative variety of personal safety procedures and use of equipment.	Students explain a limited variety of personal safety procedures and use of equipment.	Students explain an insufficient variety of personal safety procedures and use of equipment.
Grade 4					
PERSONAL HEALTH					
4.2.1.	Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)	Students explain an extensive variety of ways in which a safe and healthy school and community environment can promote personal health.	Students explain a representative variety of ways in which a safe and healthy school and community environment can promote personal health.	Students explain a limited variety of ways in which a safe and healthy school and community environment can promote personal health.	Students explain an insufficient variety of ways in which a safe and healthy school and community environment can promote personal health.

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>4.2.2 Explain the relationship between food choices and personal health (e.g., unhealthy food choices contribute to high cholesterol, diabetes, heart disease, high risk of cancer, high blood pressure)</p> <p>DISEASE AND ILLNESS</p> <p>4.2.3 Describe the different types of pathogens (e.g., bacteria, viruses, fungi, protists) and the diseases they cause</p> <p>SAFETY AND INJURY PREVENTION</p> <p>4.2.4 Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites)</p>	<p>Students explain the relationship between food choices and personal health with substantial detail.</p> <p>Students describe an extensive variety of types of pathogens and the diseases they cause.</p> <p>Students describe ways to identify risk taking situations and how to avoid threatening situations with substantial detail.</p>	<p>Students explain the relationship between food choices and personal health with sufficient detail.</p> <p>Students describe a representative variety of types of pathogens and the diseases they cause.</p> <p>Students describe ways to identify risk taking situations and how to avoid threatening situations with sufficient detail.</p>	<p>Students explain the relationship between food choices and personal health with sketchy detail.</p> <p>Students describe a limited variety of types of pathogens and the diseases they cause.</p> <p>Students describe ways to identify risk taking situations and how to avoid threatening situations with sketchy detail.</p>	<p>Students explain the relationship between food choices and personal health with little or no detail.</p> <p>Students describe an insufficient variety of types of pathogens and the diseases they cause.</p> <p>Students describe ways to identify risk taking situations and how to avoid threatening situations with little or no detail.</p>
Grade 5				
PERSONAL HEALTH				
<p>5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health</p> <p>5.2.2 Explain the benefits of nutrition and physical activity as they relate to total wellness</p>	<p>Students describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health with substantial detail.</p> <p>Students explain the benefits of nutrition and physical activity as they relate to total wellness with substantial detail.</p>	<p>Students describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health with sufficient detail.</p> <p>Students explain the benefits of nutrition and physical activity as they relate to total wellness with sufficient detail.</p>	<p>Students describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health with sketchy detail.</p> <p>Students explain the benefits of nutrition and physical activity as they relate to total wellness with sketchy detail.</p>	<p>Students describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health with little or no detail.</p> <p>Students explain the benefits of nutrition and physical activity as they relate to total wellness with little or no detail.</p>

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>DISEASE AND ILLNESS</p> <p>5.2.3 Explain situations when it is appropriate to seek health care and explain the importance of early detection (e.g., skin cancer) in the treatment of illness and disease.</p> <p>SAFETY AND INJURY PREVENTION</p> <p>5.2.4 Identify basic first aid procedures for common emergencies (e.g., choking, minor burns, bleeding, shock, poisoning)</p>	<p>Students explain situations when it is appropriate to seek health care and the importance of early detection in the treatment of illness and disease with substantial detail.</p> <p>Students identify basic first aid procedures for common emergencies with few, if any, errors.</p>	<p>Students explain situations when it is appropriate to seek health care and the importance of early detection in the treatment of illness and disease with sufficient detail.</p> <p>Students identify basic first aid procedures for common emergencies with no significant errors.</p>	<p>Students explain situations when it is appropriate to seek health care and the importance of early detection in the treatment of illness and disease with sketchy detail.</p> <p>Students identify basic first aid procedures for common emergencies with limited significant errors.</p>	<p>Students explain situations when it is appropriate to seek health care and the importance of early detection in the treatment of illness and disease with little or no detail.</p> <p>Students identify basic first aid procedures for common emergencies with many significant errors.</p>
Grade 6				
<p>PERSONAL HEALTH</p> <p>6.2.1 Describe strategies for stress management (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity)</p> <p>6.2.2 Explain characteristics and conditions associated with positive self-esteem (e.g., confidence, self-worth)</p> <p>DISEASE AND ILLNESS</p> <p>6.2.3 Identify the causes and prevention of common diseases and other health problems (e.g., asthma, diabetes, obesity, allergies, cardiovascular disease)</p> <p>SAFETY AND INJURY PREVENTION</p> <p>6.2.4 Explain the relationship between healthy behaviors (e.g., riding bikes, skateboards, rollerblades) and health risks (with or without protective equipment)</p>	<p>Students describe an extensive variety of strategies for stress management.</p> <p>Students explain the characteristics and conditions associated with positive self-esteem with substantial detail.</p> <p>Students identify an extensive variety of causes and preventions of common diseases and other health problems.</p> <p>Students explain the relationship between healthy behaviors and health risks with substantial detail.</p>	<p>Students describe a representative variety of strategies for stress management.</p> <p>Students explain the characteristics and conditions associated with positive self-esteem with sufficient detail.</p> <p>Students identify a representative variety of causes and preventions of common diseases and other health problems.</p> <p>Students explain the relationship between healthy behaviors and health risks with sufficient detail.</p>	<p>Students describe a limited variety of strategies for stress management.</p> <p>Students explain the characteristics and conditions associated with positive self-esteem with sketchy detail.</p> <p>Students identify a limited variety of causes and preventions of common diseases and other health problems.</p> <p>Students explain the relationship between healthy behaviors and health risks with sketchy detail.</p>	<p>Students describe an insufficient variety of strategies for stress management.</p> <p>Students explain the characteristics and conditions associated with positive self-esteem with little or no detail.</p> <p>Students identify an insufficient variety of causes and preventions of common diseases and other health problems.</p> <p>Student explains the relationship between healthy behaviors and health risks with little or no detail.</p>

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

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

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
DISEASE AND ILLNESS				
7-8.2.6 Identify the symptoms and treatment of common diseases and other health problems (e.g., allergies, communicable/non-communicable)	Students identify an extensive variety of symptoms and treatment of common diseases and other health problems.	Students identify a representative variety of symptoms and treatment of common diseases and other health problems.	Students identify a limited variety of symptoms and treatment of common diseases and other health problems.	Students identify an insufficient variety of symptoms and treatment of common diseases and other health problems.
7-8.2.7 Explain ways in which school and public health policies can influence health promotion and disease prevention (e.g., tobacco and wellness policies)	Students explain an extensive variety of ways in which school and public health policies can influence health promotion and disease prevention.	Students explain a representative variety of ways in which school and public health policies can influence health promotion and disease prevention.	Students explain a limited variety of ways in which school and public health policies can influence health promotion and disease prevention.	Students explain an insufficient variety of ways in which school and public health policies can influence health promotion and disease prevention.
7-8.2.8 Explain the benefits of nutrition and physical activity as they relate to the overall well-being of individuals (e.g., obesity)	Students explain an extensive variety of benefits of nutrition and physical activity as they relate to the overall well-being of individuals.	Students explain a representative variety of benefits of nutrition and physical activity as they relate to the overall well-being of individuals.	Students explain a limited variety of benefits of nutrition and physical activity as they relate to the overall well-being of individuals.	Students explain an insufficient variety of benefits of nutrition and physical activity as they relate to the overall well-being of individuals.
SAFETY AND INJURY PREVENTION				
7-8.2.9 Describe ways to reduce or prevent injuries (e.g., water safety, the use of appropriate safety equipment, obeying laws and procedures, understanding basic first aid)	Students describe an extensive variety of ways to reduce or prevent injuries.	Students describe a representative variety of ways to reduce or prevent injuries.	Students describe a limited variety of ways to reduce or prevent injuries.	Students describe an insufficient variety of ways to reduce or prevent injuries.
7-8.2.10 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death)	Students describe an extensive variety of personal risks associated with harmful chemicals and drugs.	Students describe a representative variety of personal risks associated with harmful chemicals and drugs.	Students describe a limited variety of personal risks associated with harmful chemicals and drugs.	Students describe an insufficient variety of personal risks associated with harmful chemicals and drugs.
Grades 9–12				
PERSONAL HEALTH & WELLNESS				
9-12.2.1 Analyze healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention (e.g., active lifestyle vs. sedentary lifestyle, healthy diet vs. fad diets)	Students analyze healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention with substantial detail.	Students analyze healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention with sufficient detail.	Students analyze healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention with sketchy detail.	Students analyze healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention with little or no detail.

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)	Students apply strategies for enhancing personal health with few, if any lapses.	Students consistently apply strategies for enhancing personal health.	Students inconsistently apply strategies for enhancing personal health.	Students rarely apply strategies for enhancing personal health.
9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence)	Students explain an extensive variety of ways individuals can take responsibility for enhancing their own health.	Students explain a representative variety of ways individuals can take responsibility for enhancing their own health.	Students explain a limited variety of ways individuals can take responsibility for enhancing their own health.	Students explain an insufficient variety of ways individuals can take responsibility for enhancing their own health.
DISEASE AND ILLNESS				
9-12.2.4 Explain the importance of regular physical examinations (e.g., self-examination of breasts or testicles and physical examination by a physician) in detecting and treating diseases early	Students explain the importance of regular physical examinations in detecting and treating diseases early with substantial detail.	Students explain the importance of regular physical examinations in detecting and treating diseases early with sufficient detail.	Students explain the importance of regular physical examinations in detecting and treating diseases early with sketchy detail.	Students explain importance of regular physical examinations in detecting and treating diseases early with little or no detail.
9-12.2.5 Describe how prevention and treatment of health problems are influenced by research and medical advances (e.g., recent improvements in the treatment of cancer, diabetes, and heart disease; advanced surgical techniques; HIV/AIDS)	Students describe how prevention and treatment of health problems are influenced by research and medical advances with substantial detail.	Students describe how prevention and treatment of health problems are influenced by research and medical advances with sufficient detail.	Students describe how prevention and treatment of health problems are influenced by research and medical advances with sketchy detail.	Students describe how prevention and treatment of health problems are influenced by research and medical advances with little or no detail.
9-12.2.6 Describe the social and economic effects of disease on individuals, families, and communities (e.g., absenteeism from work and school, loss of income, epidemics of infectious disease)	Students describe an extensive variety of social and economic effects of disease on individuals, families, and communities.	Students describe a representative variety of social and economic effects of disease on individuals, families, and communities.	Students describe a limited variety of social and economic effects of disease on individuals, families, and communities.	Students describe an insufficient variety of social and economic effects of disease on individuals, families, and communities.

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>SAFETY AND INJURY PREVENTION</p> <p>9-12.2.7 Describe strategies for enhancing health and safety at home, in the community, and in the workplace (e.g., making an emergency evacuation plan for the home, locating and using an Automated External Defibrillator in the community, identifying proper lifting techniques for heavy objects, CPR/first aid training)</p>	<p>Students describe an extensive variety of strategies for enhancing health and safety at home, in the community, and in the workplace.</p>	<p>Students describe a representative variety of strategies for enhancing health and safety at home, in the community, and in the workplace.</p>	<p>Students describe a limited variety of strategies for enhancing health and safety at home, in the community, and in the workplace.</p>	<p>Students describe an insufficient variety of strategies for enhancing health and safety at home, in the community, and in the workplace.</p>

Standard 3: External Health Factors

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
EXTERNAL INFLUENCES ON HEALTH				
K.3.1 Identify ways in which to keep the environment clean and healthy (e.g., participate in Earth Day activities, avoid littering, become aware of the Reduce/Reuse/Recycle Program)	Students identify an extensive variety of ways to keep the environment clean and healthy.	Students identify a representative variety of ways to keep the environment clean and healthy.	Students identify a limited variety of ways to keep the environment clean and healthy.	Students identify an insufficient variety of ways to keep the environment clean and healthy.
Grade 1				
EXTERNAL INFLUENCES ON HEALTH				
1.3.1 Identify the roles of family and community in keeping the environment clean and healthy (e.g., participation in a community recycling project, adopt a highway, second hand smoke)	Students identify an extensive variety of roles of family and community in keeping the environment clean and healthy.	Students identify a representative variety of roles of family and community in keeping the environment clean and healthy.	Students identify a limited variety of roles of family and community in keeping the environment clean and healthy.	Students identify an insufficient variety of roles of family and community in keeping the environment clean and healthy.
Grade 2				
EXTERNAL INFLUENCES ON HEALTH				
2.3.1 Identify ways in which the family influences and supports personal health practices and behaviors (e.g., preparing family meals using new food guide pyramid, portion control, basic hygiene, media/technology time, littering)	Students identify an extensive variety of ways in which the family influences and supports personal health practices and behaviors.	Students identify a representative variety of ways in which the family influences and supports personal health practices and behaviors.	Students identify a limited variety of ways in which the family influences and supports personal health practices and behaviors.	Students identify an insufficient variety of ways in which the family influences and supports personal health practices and behaviors.
2.3.2 Identify ways the media can influence health behaviors (e.g., advertisements for food, product placement in television programs, product backing by athletes, noise pollution)	Students identify an extensive variety of ways the media can influence health behaviors.	Students identify a representative variety of ways the media can influence health behaviors.	Students identify a limited variety of ways the media can influence health behaviors.	Students identify an insufficient variety of ways the media can influence health behaviors.

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
EXTERNAL INFLUENCES ON HEALTH				
3.3.1 Identify different types of healthful community activities (e.g., hobbies, clubs, reading, physical activities, volunteering)	Students identify an extensive variety of healthful community activities.	Students identify a representative variety of healthful community activities.	Students identify a limited variety of healthful community activities.	Students identify an insufficient variety of healthful community activities.
3.3.2 Explain the effects that peer pressure has on personal health (e.g., refusal skills)	Students explain the effects that peer pressure has on personal health with substantial detail.	Students explain the effects that peer pressure has on personal health with sufficient detail.	Students explain the effects that peer pressure has on personal health with sketchy detail.	Students explain the effects that peer pressure has on personal health with little or no detail.
3.3.3 Describe non-violent strategies to deal with conflicts and disputes (e.g., talking out the issue, controlling emotions, seeking a mediator)	Students describe an extensive variety of non-violent strategies to deal with conflicts and disputes.	Students describe a representative variety of non-violent strategies to deal with conflicts and disputes.	Students describe a limited variety of non-violent strategies to deal with conflicts and disputes.	Students describe an insufficient variety of non-violent strategies to deal with conflicts and disputes.
HEALTH AND THE ENVIRONMENT				
3.3.4 Explain how people use natural resources (e.g., air, water, land)	Students explain how people use natural resources with substantial detail.	Students explain how people use natural resources with sufficient detail.	Students explain how people use natural resources with sketchy detail.	Students explain how people use natural resources with little or no detail.
3.3.5 Explain how pollution can affect the body (e.g., respiratory diseases, water borne diseases, chemical runoff)	Students explain how pollution can affect the body with substantial detail.	Students explain how pollution can affect the body with sufficient detail.	Students explain how pollution can affect the body with sketchy detail.	Students explain how pollution can affect the body with little or no detail.
Grade 4				
EXTERNAL INFLUENCES ON HEALTH				
4.3.1 Explain how health careers (e.g., dietician, doctor, nurse) benefit an individual's community	Students explain how health careers benefit an individual's community with substantial detail.	Students explain how health careers benefit an individual's community with sufficient detail.	Students explain how health careers benefit an individual's community with sketchy detail.	Students explain how health careers benefit an individual's community with little or no detail.

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
4.3.2 Explain the importance of health care workers and how they benefit an individual's community (e.g., EMTs-monitoring participants in sporting events and ambulance rescue, school nurse-vision and hearing screenings)	Students explain the importance of health care workers and how they benefit an individual's community with substantial detail.	Students explain the importance of health care workers and how they benefit an individual's community with sufficient detail.	Students explain the importance of health care workers and how they benefit an individual's community with sketchy detail.	Students explain the importance of health care workers and how they benefit an individual's community with little or no detail.
4.3.3 Explain the purposes of advertisements and commercials for health-related products and services (e.g., motivate the consumer, promote goods and services)	Students explain the purposes of advertisements and commercials with substantial detail.	Students explain the purposes of advertisements and commercials with sufficient detail.	Students explain the purposes of advertisements and commercials with sketchy detail.	Students explain the purposes of advertisements and commercials with little or no detail.
4.3.4 Describe the different types of health-related advertisements and commercials in the media (e.g., testimonials, bandwagon)	Students describe an extensive variety of types of advertisements and commercials in the media.	Students describe a representative variety of types of advertisements and commercials in the media.	Students describe a limited variety of types of advertisements and commercials in the media.	Students describe an insufficient variety of types of advertisements and commercials in the media.
4.3.5 Explain how a reduction in land, air, and water pollution can benefit our health (e.g., recycle, noise, plant trees)	Students explain how a reduction in land, air, and water pollution can benefit our health with substantial detail.	Students explain how a reduction in land, air, and water pollution can benefit our health with sufficient detail.	Students explain how a reduction in land, air, and water pollution can benefit our health with sketchy detail.	Students explain how a reduction in land, air, and water pollution can benefit our health with little or no detail.
HEALTH AND THE ENVIRONMENT <i>No benchmark expectations at this level.</i>				
Grade 5				
EXTERNAL INFLUENCES ON HEALTH				
5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices	Students identify an extensive variety of ways an individual's family, friends, and culture influence personal and community health practices.	Students identify a representative variety of ways an individual's family, friends, and culture influence personal and community health practices.	Students identify a limited variety of ways an individual's family, friends, and culture influence personal and community health practices.	Students identify an insufficient variety of ways an individual's family, friends, and culture influence personal and community health practices.

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
5.3.2 Describe ways the media can influence an individual's thoughts, feelings, and health behaviors	Students describe ways that the media can influence an individual's thoughts, feelings, and health behaviors with substantial detail.	Students describe ways that the media can influence an individual's thoughts, feelings, and health behaviors with sufficient detail.	Students describe ways that the media can influence an individual's thoughts, feelings, and health behaviors with sketchy detail.	Students describe ways that the media can influence an individual's thoughts, feelings, and health behaviors with little or no detail.
5.3.3 Identify ways in which technology can influence personal health (e.g., health related web sites, blood pressure cuffs, pedometers)	Students identify an extensive variety of ways in which technology can influence personal health.	Students identify a representative variety of ways in which technology can influence personal health.	Students identify a limited variety of ways in which technology can influence personal health.	Students identify an insufficient variety of ways in which technology can influence personal health.
HEALTH AND THE ENVIRONMENT				
5.3.4 Describe ways the environment affects personal health (e.g., the importance of clean air, water, and land; the relationship between the sun and skin cancer)	Students describe an extensive variety of ways the environment affects personal health.	Students describe a representative variety of ways the environment affects personal health.	Students describe a limited variety of ways the environment affects personal health.	Students describe an insufficient variety of ways the environment affects personal health.
Grade 6				
EXTERNAL INFLUENCES ON HEALTH				
6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)	Students describe an extensive variety of ways in which external factors affect health in positive and negative ways.	Students describe a representative variety of ways in which external factors affect health in positive and negative ways.	Students describe a limited variety of ways in which external factors affect health in positive and negative ways.	Students describe an insufficient variety of ways in which external factors affect health in positive and negative ways.
HEALTH AND THE ENVIRONMENT				
6.3.2 Explain how the environment can affect personal health (e.g., second-hand smoke, available health care)	Students provide an insightful explanation of how the environment can affect personal health.	Students provide a relevant explanation of how the environment can affect personal health.	Students provide a superficial explanation of how the environment can affect personal health.	Students provide an irrelevant explanation of how the environment can affect personal health.

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grades 7–8				
EXTERNAL INFLUENCES ON HEALTH				
7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)	Students analyze how external factors affect physical, mental, and social health in positive and negative ways with substantial detail.	Students analyze how external factors affect physical, mental, and social health in positive and negative ways with sufficient detail.	Students analyze how external factors affect physical, mental, and social health in positive and negative ways with sketchy detail.	Students analyze how external factors affect physical, mental, and social health in positive and negative ways with little or no detail.
HEALTH AND THE ENVIRONMENT				
7-8.3.2 Identify ways that physical environment (e.g., natural and man-made disasters, pollutants) influences the health of individuals	Students identify an extensive variety of ways the physical environment influences the health of individuals.	Students identify a representative variety of ways the physical environment influences the health of individuals.	Students identify a limited variety of ways the physical environment influences the health of individuals.	Students identify an insufficient variety of ways the physical environment influences the health of individuals.
Grades 9–12				
EXTERNAL INFLUENCES ON HEALTH				
9-12.3.1 Explain how the community can influence the health of individuals (e.g., health information offered through community organizations, volunteer work at hospitals, community food banks)	Students provide an insightful explanation of how the community can influence the health of individuals.	Students provide a relevant explanation of how the community can influence the health of individuals.	Students provide a superficial explanation of how the community can influence the health of individuals.	Students provide an irrelevant explanation of how the community can influence the health of individuals.
9-12.3.2 Describe how cultural diversity enriches and challenges health behaviors (e.g., cultural differences related to health care and the treatment of disease, various food sources of nutrients available in different cultural and ethnic cuisines)	Students describe how cultural diversity enriches and challenges health behaviors with substantial detail.	Students describe how cultural diversity enriches and challenges health behaviors with sufficient detail.	Students describe how cultural diversity enriches and challenges health behaviors with sketchy detail.	Students describe how cultural diversity enriches and challenges health behaviors with little or no detail.
9-12.3.3 Explain how public health policies and government regulations (e.g., food and drug labeling, safe food handling and production regulations, community immunization programs, regulations regarding waste disposal) influence health	Students provide an insightful explanation of how public health policies and government regulations influence health.	Students provide a relevant explanation of how public health policies and government regulations influence health.	Students provide a superficial explanation of how public health policies and government regulations influence health.	Students provide an irrelevant explanation of how public health policies and government regulations influence health.

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>HEALTH AND THE ENVIRONMENT</p> <p>9-12.3.4 Evaluate how a physical environment influences the health of individuals and the community (e.g., the application of pesticides and herbicides on agricultural products; environmental issues that affect the water supply and nutritional quality of food)</p>	<p>Students provide an insightful evaluation of how a physical environment influences the health of individuals and the community.</p>	<p>Students provide a relevant evaluation of how a physical environment influences the health of individuals and the community.</p>	<p>Students provide a superficial evaluation of how a physical environment influences the health of individuals and the community.</p>	<p>Students provide an irrelevant evaluation of how a physical environment influences the health of individuals and the community.</p>

Standard 4: Communication Skills

Standard 4: Students demonstrate the ability to use communication skills to enhance health.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
INTERPERSONAL COMMUNICATION				
K.4.1 Identify healthy ways to express needs, wants, feelings, and emotions (e.g., discuss how you are a special person, listen, take turns, happy-laugh, happy-cry, sad-cry)	Students identify an extensive variety of healthy ways to express needs, wants, feelings, and emotions.	Students identify a representative variety of healthy ways to express needs, wants, feelings, and emotions.	Students identify a limited variety of healthy ways to express needs, wants, feelings, and emotions.	Students identify an insufficient variety of healthy ways to express needs, wants, feelings, and emotions.
CONFLICT RESOLUTION				
K.4.2 Identify ways to seek help when feeling threatened (e.g., strangers-yell and seek help from trusted adult, bullies/cliques/gangs-see help from a trusted adult)	Students identify an extensive variety of ways to seek help when feeling threatened.	Students identify a representative variety of ways to seek help when feeling threatened.	Students identify a limited variety of ways to seek help when feeling threatened.	Students identify an insufficient variety of ways to seek help when feeling threatened.
Grade 1				
INTERPERSONAL COMMUNICATION				
1.4.1 Describe healthy ways to share feelings and emotions (e.g., happy-laughing, happy-crying, happy-smiling, sad-quiet, sad-crying, sad-mad)	Students describe an extensive variety of healthy ways to share feelings and emotions.	Students describe a representative variety of healthy ways to share feelings and emotions.	Students describe a limited variety of ways to share feelings and emotions.	Students describe an insufficient variety of healthy ways to share feelings and emotions.
1.4.2 Describe characteristics (e.g., being helpful to a family in need, sharing) needed to be a responsible friend and family member	Students describe an extensive variety of characteristics needed to be a responsible friend and family member.	Students describe a representative variety of characteristics needed to be a responsible friend and family member.	Students describe a limited variety of characteristics needed to be a responsible friend and family member.	Students describe an insufficient variety of characteristics needed to be a responsible friend and family member.
CONFLICT RESOLUTION				
1.4.3 Identify ways to avoid threatening situations (e.g., avoid certain places, don't go alone, walk away)	Students identify an extensive variety of ways to avoid threatening situations.	Students identify a representative variety of ways to avoid threatening situations.	Students identify a limited variety of ways to avoid threatening situations.	Students identify an insufficient variety of ways to avoid threatening situations.

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
INTERPERSONAL COMMUNICATION				
2.4.1 Distinguish between appropriate and inappropriate responses in a range of feelings and emotions (e.g., happy-laugh, sad-cry, sad-pouting)	Students distinguish between appropriate and inappropriate responses in a range of feelings and emotions with few, if any errors.	Students distinguish between appropriate and inappropriate responses in a range of feelings and emotions with no significant errors.	Students distinguish between appropriate and inappropriate responses in a range of feelings and emotions with limited significant errors.	Students distinguish between appropriate and inappropriate responses in a range of feelings and emotions with many significant errors.
2.4.2 Identify positive ways to get along with others (e.g., follow classroom and playground rules)	Students identify an extensive variety of positive ways to get along with others.	Students identify a representative variety of positive ways to get along with others.	Students identify a limited variety of positive ways to get along with others.	Students identify an insufficient variety of positive ways to get along with others.
2.4.3 Describe ways in which people communicate without speaking (e.g., eye contact, body language, gestures)	Students describe an extensive variety of ways in which people communicate without speaking.	Students describe a representative variety of ways in which people communicate without speaking.	Students describe a limited variety of ways in which people communicate without speaking.	Students describe an insufficient variety of ways in which people communicate without speaking.
CONFLICT RESOLUTION				
2.4.4 Apply refusal skills (e.g., when to say no, when to walk away) that enhance health	Students apply refusal skills that enhance health with few, if any, lapses.	Students consistently apply refusal skills that enhance health.	Students inconsistently apply refusal skills that enhance health.	Students rarely apply refusal skills that enhance health.
Grade 3				
INTERPERSONAL COMMUNICATION				
3.4.1 Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust)	Students identify an extensive variety of ways to communicate care, consideration, and respect of self and others.	Students identify a representative variety of ways to communicate care, consideration, and respect of self and others.	Students identify a limited variety of ways to communicate care, consideration, and respect of self and others.	Students identify an insufficient variety of ways to communicate care, consideration, and respect of self and others.

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>CONFLICT RESOLUTION</p> <p>3.4.2 Explain when to communicate with responsible adults about health and safety decisions (e.g., stranger danger, good touch, bad touch, internet)</p>	Students explain when to communicate with responsible adults about health and safety decisions with substantial detail.	Students explain when to communicate with responsible adults about health and safety decisions with sufficient detail.	Students explain when to communicate with responsible adults about health and safety decisions with sketchy detail.	Students explain when to communicate with responsible adults about health and safety decisions with little or no detail.
Grade 4				
<p>INTERPERSONAL COMMUNICATION</p> <p>4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)</p>	Students use appropriate communication skills with few, if any, errors.	Students consistently use appropriate communication skills.	Students inconsistently use appropriate communication skills.	Students rarely use appropriate communication skills.
<p>CONFLICT RESOLUTION</p> <p>4.4.2 Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise)</p>	Students develop and implement insightful strategies for resolving conflicts.	Students develop and implement relevant strategies for resolving conflicts.	Students develop and implement mediocre strategies for resolving conflicts.	Students develop and implement irrelevant strategies for resolving conflicts.
Grade 5				
<p>INTERPERSONAL COMMUNICATION</p> <p>5.4.1 Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language)</p>	Students explain how to develop relationships with family and friends using appropriate communication skills with substantial detail.	Students explain how to develop relationships with family and friends using appropriate communication skills with sufficient detail.	Students explain how to develop relationships with family and friends using appropriate communication skills with sketchy detail.	Students explain how to develop relationships with family and friends using appropriate communication skills with little or no detail.
<p>CONFLICT RESOLUTION</p> <p>5.4.2 Describe refusal skills to avoid or reduce health risks (e.g., drugs, tobacco, alcohol, peer pressure)</p>	Students describe refusal skills to avoid or reduce health risks with substantial detail.	Students describe refusal skills to avoid or reduce health risks with sufficient detail.	Students describe refusal skills to avoid or reduce health risks with sketchy detail.	Students describe refusal skills to avoid or reduce health risks with little or no detail.

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)	Students apply the basic conflict resolution skills with ease.	Students apply the basic conflict resolution skills with minimal difficulty.	Students apply the basic conflict resolution skills with difficulty.	Students apply the basic conflict resolution skills with little or no success.
Grade 6				
INTERPERSONAL COMMUNICATION				
6.4.1 Describe social skills for building and maintaining positive relationships at school, work, and home (e.g., positive communication, cooperation, respect)	Students describe social skills for building and maintaining positive relationships at school, work, and home with substantial detail.	Students describe social skills for building and maintaining positive relationships at school, work, and home with sufficient detail.	Students describe social skills for building and maintaining positive relationships at school, work, and home with sketchy detail.	Students describe social skills for building and maintaining positive relationships at school, work, and home with little or no detail.
CONFLICT RESOLUTION				
6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure	Students identify an extensive variety of strategies for coping with peer pressure.	Students identify a representative variety of strategies for coping with peer pressure.	Students identify a limited variety of strategies for coping with peer pressure.	Students identify an insufficient variety of strategies for coping with peer pressure.
6.4.3 Identify conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities	Students identify an extensive variety of conflicts in schools, families, and communities.	Students identify a representative variety of conflicts in schools, families, and communities.	Students identify a limited variety of conflicts in schools, families, and communities.	Students identify an insufficient variety of conflicts in schools, families, and communities.
Grades 7–8				
INTERPERSONAL COMMUNICATION				
7-8.4.1 Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors)	Students describe effective verbal and nonverbal communication skills to enhance health with substantial detail.	Students describe effective verbal and nonverbal communication skills to enhance health with sufficient detail.	Students describe effective verbal and nonverbal communication skills to enhance health with sketchy detail.	Students describe effective verbal and nonverbal communication skills to enhance health with little or no detail.

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>7-8.4.2 Apply strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure</p> <p>7-8.4.3 Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and strategies to prevent conflict in such situations</p> <p>CONFLICT RESOLUTION</p> <p><i>No benchmark expectations at this level.</i></p>	<p>Students apply strategies for coping with peer pressure with ease.</p> <p>Students describe an extensive variety of causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.</p>	<p>Students apply strategies for coping with peer pressure with minimal difficulty.</p> <p>Students describe a representative variety of causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.</p>	<p>Students apply strategies for coping with peer pressure with difficulty.</p> <p>Students describe a limited variety of causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.</p>	<p>Students rarely demonstrate strategies for coping with peer pressure with little or no success.</p> <p>Students describe an insufficient variety of causes of conflicts in schools, families, and communities and specific strategies to prevent conflict in such situations.</p>
Grades 9–12				
INTERPERSONAL COMMUNICATION				
<p>9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health)</p> <p>CONFLICT RESOLUTION</p> <p>9-12.4.2 Apply refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks</p>	<p>Students apply effective verbal and nonverbal communication skills to enhance health with ease.</p> <p>Students apply refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks with ease.</p>	<p>Students apply effective verbal and nonverbal communication skills to enhance health with minimal difficulty.</p> <p>Students frequently demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks with minimal difficulty.</p>	<p>Students apply effective verbal and nonverbal communication skills to enhance health with difficulty.</p> <p>Students sometimes demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks with difficulty.</p>	<p>Students apply effective verbal and nonverbal communication skills to enhance health with little or no success.</p> <p>Students rarely demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks with little or no success.</p>

Standard 4: Students demonstrate the ability to use communication skills to enhance health.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9-12.4.3 Explain why a particular strategy (e.g., role-play/group situations) is appropriate for a given situation (e.g., preventing, managing, or resolving interpersonal conflicts)	Students provide an insightful explanation of why a particular strategy is appropriate for a given situation.	Students provide a relevant explanation of why a particular strategy is appropriate for a given situation.	Students provide a superficial explanation of why a particular strategy is appropriate for a given situation.	Students provide an irrelevant explanation of why a particular strategy is appropriate for a given situation..

Standard 5: Decision Making and Goal Setting

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
GOAL SETTING				
K.5.1 Describe a short term personal health goal (e.g., nutritious choices, physical activity time per day)	Students describe a short term personal health goal with substantial detail.	Students describe a short term personal health goal with sufficient detail.	Students describe a short term personal health goal with sketchy detail.	Students describe a short term personal health goal with little or no detail.
ASSISTANCE WITH DECISIONS AND GOALS				
K.5.2 Identify when to ask for help in making health-related decisions (e.g., universal precaution procedures, bumps, bruises, falls)	Students identify when to ask for help in making health-related decisions with few, if any, errors.	Students identify when to ask for help in making health-related decisions with no significant errors.	Students identify when to ask for help in making health-related decisions with limited significant errors.	Students identify when to ask for help in making health-related decisions with many significant errors.
Grade 1				
GOAL SETTING				
1.5.1 Set a short-term personal health goal (e.g., daily physical activity, watching less television, eating healthy foods) and describe a plan to achieve it	Students set a short-term personal health goal and describe a plan to achieve it with substantial detail.	Students set a short-term personal health goal and describe a plan to achieve it with sufficient detail.	Students set a short-term personal health goal and describe a plan to achieve it with sketchy detail.	Students set a short-term personal health goal and describe a plan to achieve it with little or no detail.
ASSISTANCE WITH DECISIONS AND GOALS				
1.5.2 Describe situations for which it is appropriate to seek assistance in making health and safety-related decisions (e.g., going to school personnel in dealing with a school bully)	Students describe an extensive variety of situations for which it is appropriate to seek assistance in making health and safety-related decisions.	Students describe a representative variety of situations for which it is appropriate to seek assistance in making health and safety-related decisions.	Students describe a limited variety of situations for which it is appropriate to seek assistance in making health and safety-related decisions.	Students describe an insufficient variety of situations for which it is appropriate to seek assistance in making health and safety-related decisions.
Grade 2				
GOAL SETTING				
2.5.1 Describe the steps of goal setting (e.g., establish goal, explain how goals affect health, describe a plan to reach goal, evaluate progress)	Students describe the steps of goal setting with few, if any, errors.	Students describe the steps of goal setting with no significant errors.	Students describe the steps of goal setting with limited significant errors.	Students describe the steps of goal setting with many significant errors.

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>ASSISTANCE WITH DECISIONS AND GOALS</p> <p>2.5.2 Describe situations that require assistance for making health-related decisions (e.g., experienced peer pressure, bullied, injured, approached by a stranger)</p>	Students describe situations that require assistance when making health related decisions with substantial detail.	Students describe situations that require assistance for making health related decisions with sufficient detail.	Students describe situations that require assistance for making health related decisions with sketchy detail.	Students describe situations that require assistance for making health related decisions with little or no detail.
Grade 3				
<p>GOAL SETTING</p> <p>3.5.1 Describe how to use goal setting to enhance personal health (e.g., increasing activity, making healthy food choices, improving endurance, flexibility, and strength)</p>	Students describe how to use goal setting to enhance personal health with substantial detail.	Students describe how to use goal setting to enhance personal health with sufficient detail.	Students describe how to use goal setting to enhance personal health with sketchy detail.	Students describe how to use goal setting to enhance personal health with little or no detail.
<p>DECISION MAKING</p> <p><i>No benchmark expectations at this level.</i></p>				
Grade 4				
<p>GOAL SETTING</p> <p>4.5.1 Develop a long term plan to achieve a personal health goal (e.g., eating the proper servings from each group in the food pyramid)</p>	Students develop a long term plan to achieve a personal health goal with substantial detail.	Students develop a long term plan to achieve a personal health goal with sufficient detail.	Students develop a long term plan to achieve a personal health goal with sketchy detail.	Students develop a long term plan to achieve a personal health goal with little or no detail.
<p>DECISION MAKING</p> <p>4.5.2 Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.</p>	Students use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships with ease.	Students use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships with minimal difficulty.	Students use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships with difficulty.	Students use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships with little or no success.

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 5				
GOAL SETTING				
5.5.1 Develop and implement short term and long term personal goals that enhance health (e.g., nutrition journal, fitness plan)	Students develop and implement an extensive variety of short term and long term personal goals that enhance health.	Students develop and implement a representative variety of short term and long term personal goals that enhance health.	Students develop and implement a limited variety of short term and long term personal goals that enhance health.	Students develop and implement an insufficient variety of short term and long term personal goals that enhance health.
DECISION MAKING				
5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)	Students describe risky situations that require adult assistance with substantial detail.	Students describe risky situations that require adult assistance with sufficient detail.	Students describe risky situations that require adult assistance with sketchy detail.	Students describe risky situations that require adult assistance with little or no detail.
Grade 6				
GOAL SETTING				
6.5.1 Develop goals to sustain or improve personal health practices	Students develop goals to sustain or improve personal health practices with substantial detail.	Students develop goals to sustain or improve personal health practices with sufficient detail.	Students develop goals to sustain or improve personal health practices with sketchy detail.	Students develop goals to sustain or improve personal health practices with little or no detail.
DECISION MAKING				
6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others	Students insightfully describe the consequences of decisions regarding health behaviors for oneself and others.	Students describe the relevant consequences of decisions regarding health behaviors for oneself and others.	Students superficially describe the consequences of decisions regarding health behaviors for oneself and others.	Students describe irrelevant consequences of decisions regarding health behaviors for oneself and others.
Grades 7–8				
GOAL SETTING				
7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)	Students identify an extensive variety of ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.	Students identify a representative variety of ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.	Students identify a limited variety of ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.	Students identify an insufficient variety of ways in which personal health goals can be influenced by abilities, priorities, and responsibilities.

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>DECISION MAKING</p> <p>7-8.5.2 Identify the steps (e.g., clarify, consider, choose) of the decision-making process (e.g., going to a game or doing your homework)</p>	Students identify the steps of the decision-making process with few, if any, errors.	Students identify the steps of the decision making process with no significant errors.	Students identify the steps of the decision making process with limited significant errors.	Students identify the steps of the decision making process with many significant errors.
Grades 9–12				
<p>GOAL SETTING</p> <p>9-12.5.1 Develop a life-long plan to sustain personal health (e.g., remaining drug-free, maintaining safe levels of cholesterol and blood pressure)</p> <p>9-12.5.2 Assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal</p>	<p>Students develop a comprehensive life-long plan to sustain personal health.</p> <p>Students insightfully assess a personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal.</p>	<p>Students develop a relevant life life-long to sustain personal health.</p> <p>Students assess a relevant personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal.</p>	<p>Students develop a superficial life life-long to sustain personal health.</p> <p>Students superficially assess a personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal.</p>	<p>Students develop an irrelevant life life-long to sustain personal health.</p> <p>Students assess an irrelevant personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal.</p>
<p>DECISION MAKING</p> <p>9-12.5.3 Apply the decision making process (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome) as it relates to a healthy lifestyle</p> <p>9-12.5.4 Identify situations (e.g., fluoridated water in a community, television ratings in the home, natural disasters) that require individuals to work together in a collaborative decision-making process</p> <p>9-12.5.5 Compare the short and long term impacts of alternative choices (e.g., pop vs. water, smoking vs. nonsmoking, wearing a seatbelt vs. not wearing a seatbelt, abstinence vs. sexual activity) in health-related situations</p>	<p>Students insightfully apply the decision making process as it relates to a healthy lifestyle.</p> <p>Students identify an extensive variety of situations that require individuals to work together in a collaborative decision making process.</p> <p>Students compare the short and long term impacts of alternative choices in health-related situations with substantial detail.</p>	<p>Students apply the decision making process as it relates to a healthy lifestyle.</p> <p>Students identify a representative variety of situations that require individuals to work together in a collaborative decision making process.</p> <p>Students compare the short and long term impacts of alternative choices in health-related situations with sufficient detail.</p>	<p>Students superficially apply a decision making process as it relates to a healthy lifestyle.</p> <p>Students identify a limited variety of situations that require individuals to work together in a collaborative decision making process.</p> <p>Students compare the short and long term impacts of alternative choices in health-related situations with sketchy detail.</p>	<p>Students apply an irrelevant decision making process as it relates to a healthy lifestyle.</p> <p>Students identify an insufficient variety of situations that require individuals to work together in a collaborative decision-making process.</p> <p>Students compare the short and long term impacts of alternative choices in health-related situations with little or no detail.</p>

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

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

Standard 6: Consumer Health

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES K.6.1 Identify the basic tasks of community health service providers (e.g., doctors, nurses, firefighters, police)	Students identify an extensive variety of basic tasks of community health service providers.	Students identify a representative variety of basic tasks of community health service providers.	Students identify a limited variety of basic tasks of community health service providers.	Students identify an insufficient variety of basic tasks of community health service providers.
Grade 1				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES 1.6.1 Explain from whom (e.g., doctors, nurses, firefighters, police, school counselors, school nurses) and where (e.g., nurse's office, counselor's office, fire station) to seek health-related assistance at school and in the community	Students explain from whom and where to seek assistance at school and in the community with substantial detail.	Students explain from whom and where to seek assistance at school and in the community with sufficient detail.	Students explain from whom and where to seek assistance at school and in the community with sketchy detail.	Students explain from whom and where to seek assistance at school and in the community with little or no detail.
Grade 2				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES 2.6.1 Identify resources from home, school, and community that provide valid health information. (e.g., school counselor, health care providers, teachers, family members)	Students identify an extensive variety of resources from home, school, and community that provide valid health information.	Students identify a representative variety of resources from home, school, and community that provide valid health information.	Students identify a limited variety of resources from home, school, and community that provide valid health information.	Students identify an insufficient variety of resources from home, school, and community that provide valid health information.

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
3.6.1 Explain how to use resources from home, school, and community that provide valid health information (e.g., making an appointment with the school counselor, providing pertinent information to health care workers)	Students explain how to use resources from home, school, and community that provide valid health information with substantial detail.	Students explain how to use resources from home, school, and community that provide valid health information with sufficient detail.	Students explain how to use resources from home, school, and community that provide valid health information with sketchy detail.	Students explain how to use resources from home, school, and community that provide valid health information with little or no detail.
3.6.2 Identify ways to manage money in health-related decisions (e.g., fruit/candy, water/soda, roller blades/motorized scooter)	Students identify an extensive variety of ways to manage money in health-related decisions.	Students identify a representative variety of ways to manage money in health-related decisions.	Students identify a limited variety of ways to manage money in health-related decisions.	Students identify an insufficient variety of ways to manage money in health-related decisions.
Grade 4				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
4.6.1 Describe the characteristics of valid health information, products, and services (e.g., food pyramid, USDA, FDA, nutrition labels, CDC)	Students describe the characteristics of valid health information, products, and services with substantial detail.	Students describe the characteristics of valid health information, products, and services with sufficient detail.	Students describe the characteristics of valid health information, products, and services with sketchy detail.	Students describe the characteristics of valid health information, products, and services with little or no detail.
4.6.2 Describe ways to budget time and money to make health related decisions (e.g., recreation centers/movie, swimming/television)	Students describe an extensive variety of ways to budget time and money to make health related decisions.	Students describe a representative variety of ways to budget time and money to make health related decisions.	Students describe a limited variety of ways to budget time and money to make health related decisions.	Students describe an insufficient variety of ways to budget time and money to make health related decisions.
Grade 5				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
5.6.1 Describe the factors (e.g., commercials, peers, media) that can influence choices about health care products and services	Students describe an extensive variety of factors that can influence choices about health care products and services.	Students describe a representative variety of factors that can influence choices about health care products and services.	Students describe a limited variety of factors that can influence choices about health care products and services.	Students describe an insufficient variety of factors that can influence choices about health care products and services .

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
5.6.2 Describe how to budget time and money for work and leisure activities (e.g., prioritization, work/play)	Students describe how to budget time and money for work and leisure activities with substantial detail.	Students describe how to budget time and money for work and leisure activities with sufficient detail.	Students describe how to budget time and money for work and leisure activities with sketchy detail.	Students describe how to budget time and money for work and leisure activities with little or no detail.
Grade 6				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
6.6.1 Identify situations that require professional health services (e.g., depression, eating disorders, drug or alcohol usage)	Students identify an extensive variety of situations that require professional health services.	Students identify a representative variety of situations that require professional health services.	Students identify a limited variety of situations that require professional health services.	Students identify an insufficient variety of situations that require professional health services.
6.6.2 Develop a plan to prioritize time and money for work and leisure activities	Students develop a comprehensive plan to prioritize time and money for work and leisure activities.	Students develop a relevant plan to prioritize time and money for work and leisure activities.	Students develop a superficial plan to prioritize time and money for work and leisure activities.	Students develop an irrelevant plan to prioritize time and money for work and leisure activities.
Grades 7–8				
ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
7-8.6.1 Explain how to use community resources and services (e.g., phone book, hotlines, clinics/hospitals, local clergy, school counselor, trusted adults) that provide valid health information	Students explain how to use community resources and services that provide valid health information with substantial detail.	Students explain how to use community resources and services that provide valid health information with sufficient detail.	Students explain how to use community resources and services that provide valid health information with sketchy detail.	Students explain how to use community resources and services that provide valid health information with little or no detail.
SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES				
7-8.6.2 Analyze the validity of common health information, products, and services (e.g., brand-name versus generic medicine, health fads, weight loss fads, tanning booths)	Students analyze the validity of common health information, products, and services with substantial detail.	Students analyze the validity of common health information, products, and services with sufficient detail.	Students analyze the validity of common health information, products, and services with sketchy detail.	Students analyze the validity of common health information, products, and services with little or no detail.

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

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

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

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

Standard 7: Health Advocacy

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
ADVOCATING FOR HEALTH K.7.1 Identify positive health choices (e.g., eat fruits and vegetables, physical activity with friends, use medicine safely)	Students identify an extensive variety of positive health choices.	Students identify a representative variety of positive health choices.	Students identify a limited variety of positive health choices.	Students identify an insufficient variety of positive health choices.
Grade 1				
ADVOCATING FOR HEALTH 1.7.1 Identify ways to encourage peers in making positive healthy choices (e.g., food choices, safety practices, saying no to harmful substances, participation in physical activity)	Students identify an extensive variety of ways to encourage peers in making positive healthy choices.	Students identify a representative variety of ways to encourage peers in making positive healthy choices.	Students identify a limited variety of ways to encourage peers in making positive healthy choices.	Students identify an insufficient variety of ways to encourage peers in making positive healthy choices.
Grade 2				
ADVOCATING FOR HEALTH 2.7.1 Describe ways to support peers and others in making positive health choices (e.g., helping a friend or family member choose healthy foods for a meal, physical activities instead of TV/computer/video games)	Students insightfully describe ways to support peers and others in making positive health choices.	Students describe relevant ways to support peers and others in making positive health choices.	Students superficially describe ways to support peers and others in making positive health choices.	Students describe irrelevant ways to support peers and others in making positive health choices.
Grade 3				
ADVOCATING FOR HEALTH 3.7.1 Identify ways to promote good health (e.g., positive role model, having a positive attitude about health)	Students identify an extensive variety of ways to promote good health.	Students identify a representative variety of ways to promote good health.	Students identify a limited variety of ways to promote good health.	Students identify an insufficient variety of ways to promote good health.

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

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 4				
ADVOCATING FOR HEALTH				
4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)	Students explain the importance of being a health advocate with substantial detail.	Students explain the importance of being a health advocate with sufficient detail.	Students explain the importance of being a health advocate with sketchy detail.	Students explain the importance of being a health advocate with little or no detail.
Grade 5				
ADVOCATING FOR HEALTH				
5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)	Students describe an extensive variety of methods for assisting others in making positive health choices.	Students describe a representative variety of methods for assisting others in making positive health choices.	Students describe a limited variety of methods for assisting others in making positive health choices.	Students describe an insufficient variety of methods for assisting others in making positive health choices.
5.7.2 Identify people and groups who advocate for health (e.g., health and physical education teachers, police officers, nurses, American Cancer Society, local community organizations)	Students identify an extensive variety of people and groups who advocate for health.	Students identify a representative variety of people and groups who advocate for health.	Students identify a limited variety of people and groups who advocate for health.	Students identify an insufficient variety of people and groups who advocate for health.
COMMUNICATING HEALTH INFORMATION				
5.7.3 Identify ways to convey accurate health information and ideas to individuals and groups (e.g., setting an example as a role-model, health fairs, posters, school and community presenters)	Students identify an extensive variety of ways to convey accurate health information and ideas to individuals and groups.	Students identify a representative variety of ways to convey accurate health information and ideas to individuals and groups.	Students identify a limited variety of ways to convey accurate health information and ideas to individuals and groups.	Students identify an insufficient variety of ways to convey accurate health information and ideas to individuals and groups.
Grade 6				
ADVOCATING FOR HEALTH				
6.7.1 Identify strategies (e.g., compromise, active listening, knowledge of facts and myths, assertiveness) to influence and support others in making positive health choices	Students identify an extensive variety of strategies to influence and support others in making positive health choices.	Students identify a representative variety of strategies to influence and support others in making positive health choices.	Students identify a limited variety of strategies to influence and support others in making positive health choices.	Students identify an insufficient variety of strategies to influence and support others in making positive health choices.

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

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>COMMUNICATING HEALTH INFORMATION</p> <p>6.7.2 Describe ways to convey (e.g., Power Point presentation, group projects, posters) health information and ideas to individuals and groups</p>	Students insightfully describe ways to convey health information and ideas to individuals and groups.	Students describe relevant ways to convey health information and ideas to individuals and groups.	Students superficially describe ways to convey health information and ideas to individuals and groups.	Students describe irrelevant ways to convey health information and ideas to individuals and groups.
Grades 7–8				
<p>ADVOCATING FOR HEALTH</p> <p>7-8.7.1 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities</p>	Students describe an extensive variety of strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.	Students describe a representative variety of strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.	Students describe a limited variety of strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.	Students describe an insufficient variety of strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.
<p>COMMUNICATING HEALTH INFORMATION</p> <p>7-8.7.2 Identify myths and facts related to health issues (e.g., pregnancy, HIV transmission, drug use)</p>	Students identify myths and facts related to health issues with few, if any, errors.	Students identify myths and facts related to health issues with no significant errors.	Students identify myths and facts related to health issues with limited significant errors.	Students identify myths and facts related to health issues with many significant errors.
Grades 9–12				
<p>ADVOCATING FOR HEALTH</p> <p>9-12.7.1 Explain how an individual can improve or sustain community health initiatives and or services (e.g., exercising voting privileges on health-related matters; assisting in the development of health policies or laws; evaluating community health services and presenting concerns to legislators)</p>	Students explain how an individual can improve or sustain community health initiatives and or services with substantial detail.	Students explain how an individual can improve or sustain community health initiatives and or services with sufficient detail.	Students explain how an individual can improve or sustain community health initiatives and or services with sketchy detail.	Students explain how an individual can improve or sustain community health initiatives and or services with little or no detail.

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

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9-12.7.2 Develop strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects)	Students develop insightful strategies to influence and support others in making positive health choices.	Students develop relevant strategies to influence and support others in making positive health choices.	Students develop superficial strategies to influence and support others in making positive health choices.	Students develop irrelevant strategies to influence and support others in making positive health choices.
9-12.7.3 Apply strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects)	Students apply strategies to influence and support others in making positive health choices with few, if any, errors.	Students consistently apply strategies to influence and support others in making positive health choices.	Students inconsistently apply strategies to influence and support others in making positive health choices.	Students rarely apply strategies to influence and support others in making positive health choices.
COMMUNICATING HEALTH INFORMATION				
9-12.7.4 Apply strategies (e.g., utilizing peer and societal norms, data, surveys) to express information and opinions about health issues	Students apply an extensive variety of strategies to express information and opinions about health issues.	Students apply a representative variety of strategies to express information and opinions about health issues.	Students apply a limited variety of strategies to express information and opinions about health issues.	Students apply an insufficient variety of strategies to express information and opinions about health issues.
9-12.7.5 Apply strategies for adapting health messages and techniques to a specific target audience (e.g., translating information from a health text to language appropriate for peer education)	Students apply an extensive variety of strategies for adapting health messages and techniques to a specific target audience.	Students apply a representative variety of strategies for adapting health messages and techniques to a specific target audience.	Students apply a limited variety of strategies for adapting health messages and techniques to a specific target audience.	Students apply an insufficient variety of strategies for adapting health messages and techniques to a specific target audience.
9-12.7.6 Evaluate the effectiveness of a communication method (e.g., public service announcements, television or magazine advertisements, web sites) used to deliver health information	Students evaluate the effectiveness of a communication method used to deliver health information with substantial detail.	Students evaluate the effectiveness of a communication method used to deliver health information in sufficient detail.	Students evaluate the effectiveness of a communication method used to deliver health information with sketchy detail.	Students evaluate the effectiveness of a communication method used to deliver health information with little or no detail.

GLOSSARY

Abstinence: Not engaging in a particular behavior.

AIDS (Autoimmune Deficiency Syndrome): A disease that weakens the immune system.

Assertive: Presenting yourself in a direct, honest, and appropriate manner.

Automated External Defibrillator (AED): A small, lightweight device that analyzes heart rhythms and delivers electric currents to bring a person's heart back to normal rhythms during ventricular defibrillation or sudden cardiac arrest.

Body system: A group of organs that work together to do a certain job.

Bully: A person who threatens or frightens others.

Centers for Disease Control and Prevention (CDC): The Centers for Disease Control and Prevention (CDC) is one of the 13 major operating components of the Department of Health and Human Services (HHS), which is the principal agency in the United States government for protecting the health and safety of all Americans and for providing essential human services, especially for those people who are least able to help themselves. <http://www.cdc.gov/about/default.htm>

Communicable: Transmittable between persons or species; contagious (infectious).

Conflict resolution: The process of resolving a dispute or a conflict. Successful conflict resolution occurs by providing each side's needs, and adequately addressing their interests so that they are each satisfied with the outcome. Conflict resolution aims to end conflicts before they start or lead to verbal, physical, or legal fighting.

Chronic Depression: An emotional low that lasts for an extended period of time (two or more weeks).

Consumer: A person who buys and uses products and services.

Cultural diversity: Multiple cultures living in the same community.

Deductible: Financial charge that is subtracted from the total amount of an insurance claim.

Eating Disorders: Refers to anorexia nervosa, bulimia nervosa, and binge eating.

Emergency Medical Technician (E.M.T.): A medically trained person that applies advanced first aid to an injured person.

Environmental Protection Agency: An independent federal agency established to coordinate programs aimed at reducing pollution and protecting the environment. <http://dictionary.reference.com/browse/Environmental%20Protection%20Agency>

Fad: A fashion that is taken up with great enthusiasm for a brief period of time; a craze.

Food and Drug Administration (FDA): A federal agency in the Department of Health and Human Services established to regulate the release of new foods and health-related products.

Generic: Not having a brand name: *generic soap*; of or being a drug sold under or identified by its official nonproprietary or chemical name.

Health Advocate: A person who promotes positive health.

Health care provider/helper: A person who helps in identifying or preventing or treating illness or disability.

Hereditary diseases (genetic disorder): A pathological condition caused by an absent or defective gene or by a chromosomal aberration. Also called genetic disorder, inherited disorder.

HIV (Human Immunodeficiency Virus): A retro virus that causes AIDS.

I message: Healthful way to talk about feelings. I messages follow the format of “I feel _____ when you _____”; healthful ways to communicate about a problem and how it affects you.

National Institutes of Health (NIH): An agency in the Department of Health and Human Services whose mission is to employ science in the pursuit of knowledge to improve human health; is the principal biomedical research agency of the federal government. <http://dictionary.reference.com/search?r=2&q=National%20Institutes%20of%20Health>

Non-communicable: Not transmissible by direct contact (not contagious).

Pathogen: Any disease producing agent.

Pedometer: A device that measures steps.

Peer pressure: The effect that people of your age have on you; Pressure from one's peers to behave in a manner similar or acceptable to them.

Premium: The amount paid for insurance.

Refusal Skills: Strategies to say “No.”

Sexuality: Everything about you that relates to, reflects, or expresses your maleness or femaleness.

STD/STI Sexually Transmitted Diseases/Infections): Any of various diseases/infections, including chancroid, chlamydia, gonorrhea, and syphilis, that are usually contracted through sexual intercourse or other intimate sexual contact.

Spirituality: Pertaining to a person’s beliefs that promote a positive attitude and caring concern for self and others.

Stressors: An agent, condition, or other stimulus that causes stress to an organism.

United States Department of Agriculture (USDA): A federal agency in the Department of Health and Human Services established to regulate the release of new foods and health-related products. The USDA leads the Federal anti-hunger effort with the Food Stamp, School Lunch, School Breakfast, and the Women, Infants, Children (WIC) Programs.
http://www.usda.gov/wps/portal/!ut/p/ s.7 0 A/7 0 1OB?navtype=MA&navid=ABOUT_USDA

Universal Precautions: Infection control procedures.

Wellness: Overall state of well being or total health.

Wellness Plan: A plan to achieve the highest level of health.

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