

North Dakota Standards and Benchmarks

Content Standards

Health

2000

**North Dakota Department of Public Instruction
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Components of the Document

Content Standards – general statements that describe what students should know and the skills they should have in a specific content area.

Benchmarks – statements of knowledge and skill that define a standard at a given developmental level (e.g., 4th grade, 8th grade, 12th grade).

Examples of Specific Knowledge – facts, vocabulary, principles, generalizations, relationships, concepts, step-by-step procedures, strategies, or processes that describe the specific information or skills that students should acquire to meet a standard.

Examples of Activities – instructional activities that students could do to acquire the knowledge and skills described in the standard and benchmarks.

** Indicates word or phrase is defined in Glossary*

Introduction

No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved. (E. L. Boyer)

“Health [class] has made people think about what’s right to do and what’s wrong. And every day when I’m faced with a decision, I think.” (High school girl, age 15)

Development of the Document

The North Dakota Health Standards were developed to improve overall academic achievement of students since healthy students are more likely to learn at an optimal level. They were written through a cooperative effort of health experts, public health nurses, North Dakota educators, the North Dakota Department of Public Instruction, and the Carnegie BRIDGES Middle School Project. The writing team built its work on past North Dakota health frameworks documents and consulted national and other states’ health standards documents.

Organization of the Document

The standards and benchmarks in this document address the six dimensions of health (i.e., physical, mental, emotional, social, spiritual*, and intellectual) and serve as a guide to districts in developing their health curriculum. They are written in a format that indicates the type of knowledge (i.e., information/ideas or skills/processes) that the standard requires.

Information/ideas (i.e., facts, details, vocabulary, principles, generalizations, and concepts) standards are indicated by the word “know” or “understand” at the beginning of the standard (e.g., “Students know how public health policies and government regulations impact health-related issues.”) Standards that address skill/process type of knowledge usually begin with a verb that describes the use of the skill or process. In this document, the verbs are often preceded by the phrase “know how to” or “demonstrate the ability to.” These words were chosen to indicate that, although the skills and procedures will be taught and students will be assessed on them in class, students’ application of these skills outside the classroom can not be determined.

In addition to statements of the content standards, the document includes benchmarks for what students should know and be able to do in the area of health education by the end of grades 4, 8, and 12. Local districts may choose to write grade-specific benchmarks and objectives. The benchmarks are written at a general level. More specifics are included in the section labeled “Examples of Specific Knowledge that Support the Standard and Benchmarks.” The sample activities also provide more specifics about the benchmarks and suggest ways in which students can acquire the desired level of understanding or skill. These activities are merely suggestions to assist teachers in their planning. They are not mandates nor are they assessments. Further, the examples of specific knowledge and sample activities are illustrative, not exhaustive.

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 model local standards from these state standards, considering local values, developmental level of students, and educational goals. A 1990 document, *Curriculum Development Strategies for Health Education in the State of North Dakota*, developed by the Department of Public Instruction, may be helpful in selecting such a committee, sharing information with the community, building consensus, addressing sensitive issues, and adopting and implementing a new health curriculum.

We hope that this document will help districts provide students with health education curriculum that gives them information and skills for healthy living now and throughout their lives.

** Indicates word or phrase is defined in Glossary*

North Dakota Health Content Standards

Standard 1: GROWTH AND DEVELOPMENT

Students understand the fundamental concepts of growth and development.

Standard 2: HEALTH PROMOTION AND DISEASE PREVENTION

Students understand concepts related to health promotion and disease prevention.

Standard 3: ENVIRONMENTAL AND COMMUNITY HEALTH

Students understand the effects of environmental and external factors on personal, family, and community health.

Standard 4: HEALTH-ENHANCING SKILLS

Students demonstrate the ability to use problem-solving, decision-making, communication, and goal-setting skills to enhance health.

Standard 5: BEHAVIORS AND RISK

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Standard 6: HEALTH – RELATED INFORMATION

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

Standard 7: HEALTH ADVOCACY

Students demonstrate the ability to advocate* for personal, family, and community health.

** Indicates word or phrase is defined in Glossary*

Summary Of Grades K-4 Benchmarks

Standard 1: GROWTH AND DEVELOPMENT

Students understand the fundamental concepts of growth and development.

- 4.1.1 Know the cycle of growth and development in humans from infancy to older adult.
- 4.1.2 Understand how individuals differ in their rates of growth and development.
- 4.1.3 Know basic structure and functions of the human body systems.
- 4.1.4 Know the importance of intellectual, emotional, social, spiritual*, and physical health during childhood.

Standard 2: HEALTH PROMOTION AND DISEASE PREVENTION

Students understand concepts related to health promotion and disease prevention.

- 4.2.1 Understand relationships between personal health behaviors and individual well being.
- 4.2.2 Know how the family influences personal health.
- 4.2.3 Understand how childhood injuries and illnesses can be prevented or treated.
- 4.2.4 Understand the importance of personal hygiene.

Standard 3: ENVIRONMENTAL AND COMMUNITY HEALTH

Students understand the effects of environmental and external factors on personal, family, and community health.

- 4.3.1 Know how media influence thoughts, feelings, and health behaviors.
- 4.3.2 Know how elements of the environment affect personal health.
- 4.3.3 Know how positive health behaviors contribute to a healthy environment.

Standard 4: HEALTH – ENHANCING SKILLS

Students demonstrate the ability to use problem-solving, decision-making, communication, and goal-setting skills to enhance health.

- 4.4.1 Know steps in assessing risks and making responsible decisions.
- 4.4.2 Know how to set goals for a healthy lifestyle.
- 4.4.3 Know characteristics needed to be a responsible friend and family member.
- 4.4.4 Understand ways to communicate care, consideration, and respect of self and others.
- 4.4.5 Know communication and problem-solving skills to set personal boundaries, resolve conflicts, and develop positive relationships.

Standard 5: BEHAVIORS AND RISKS

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 4.5.1 Understand the relationship between food choices and personal health.
- 4.5.2 Know how to distinguish behaviors that are safe from those that are risky or harmful.
- 4.5.3 Know responsible health behaviors and needs.
- 4.5.4 Know safety rules and practices used in home, school, and community settings.
- 4.5.5 Know ways to avoid and reduce threatening situations.

* Indicates word or phrase is defined in Glossary

Standard 6: HEALTH – RELATED INFORMATION

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

- 4.6.1 Know community health service providers and their roles.
- 4.6.2 Know how to locate resources from home, school, and community that provide valid health information.

Standard 7: HEALTH ADVOCACY

Students demonstrate the ability to advocate for personal, family, and community health.*

- 4.7.1 Know various ways to convey accurate health information and ideas to individuals and groups.
- 4.7.2 Know methods for assisting others in making positive health choices.

Standard 1: GROWTH AND DEVELOPMENT

Students understand the fundamental concepts of growth and development.

Benchmarks

- 4.1.1 Know the cycle of growth and development in humans from infancy to older adult.
- 4.1.2 Understand how individuals differ in their rates of growth and development.
- 4.1.3 Know basic structure and functions of the human body systems.
- 4.1.4 Know the importance of intellectual, emotional, social, spiritual*, and physical health during childhood.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 4.1.1 birth to death
- 4.1.2 body size, teeth, physical and mental capabilities, physical features, voice
- 4.1.3 skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous systems
- 4.1.4 positive self-image, friendships, body language, expressing feelings, condition of body

Examples of Activities that Support the Standard and Benchmarks

- 4.1.1 Students visit the new baby ward at the local hospital and/or visit a local nursing home. They draw pictures, write a story, or orally describe what they saw related to the cycle of human growth and development and discuss similarities and differences among their observations.
- 4.1.2 Students trace their body outlines on large sheets of paper and add physical features. They tape them to the wall in progression of height and describe the similarities and differences they notice.
- 4.1.3 Students listen to a health care* professional who uses X-rays or other appropriate professional materials to explain one of the body systems. They prepare questions for the speaker before the presentation and ask their questions of the speaker. The class may want to write down the answers to the questions and include them in a booklet as a record of what they learned.
- 4.1.4 Students list a positive attribute of each person in the class. They share some of them orally and distribute the rest to the appropriate individuals. They classify each of the statements they received from their classmates according to whether they are related to their intellectual, emotional, social, spiritual, or physical health.

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Standard 2: HEALTH PROMOTION AND DISEASE PREVENTION

Students understand concepts related to health promotion and disease prevention.

Benchmarks

- 4.2.1 Understand relationships between personal health behaviors and individual well being.
- 4.2.2 Know how the family influences personal health.
- 4.2.3 Understand how childhood injuries and illnesses can be prevented or treated.
- 4.2.4 Understand the importance of personal hygiene.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 4.2.1 personal habits, attitudes, lifestyles, quality of life
- 4.2.2 economics, functional/dysfunctional families, family values, and family relationships
- 4.2.3 appropriate dress, personal hygiene, basic first aid, health professionals
- 4.2.4 washing hands, brushing teeth, bathing

Examples of Activities that Support the Standard and Benchmarks

- 4.2.1 Students discuss the importance of health screening to promote personal health (e.g., vision, hearing, scoliosis, etc.). They draw a health triangle* and at each point, write, draw pictures, or paste pictures of behaviors and attitudes that promote health and well being (Meeks & Heit, 1994a).
- 4.2.2 Students identify five family values that promote meaningful and lasting relationships.
- 4.2.3 Students draw pictures or write a story about a situation when it would be appropriate to apply the “Rest, Ice, Compression, and Elevation” (R.I.C.E.) theory. [R.I.C.E. is a treatment for some fractures or other problems.]
- 4.2.4 Students do a hand-washing activity using cinnamon, glitter, pepper, or paprika. [Note: The “Glow Germ” activity available from all ND Teacher Centers can also be used to demonstrate the relationship between proper hand washing and germ control.]

Standard 3: ENVIRONMENTAL AND COMMUNITY HEALTH

Students understand the effects of environmental and external factors on personal, family, and community health.

Benchmarks

- 4.3.1 Know how media influence thoughts, feelings, and health behaviors.
- 4.3.2 Know how elements of the environment affect personal health.
- 4.3.3 Know how positive health behaviors contribute to a healthy environment.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 4.3.1 advertisements, TV programs, music, athletes
- 4.3.2 clean air, water, and land; noise pollution
- 4.3.3 no littering; reduce, recycle, reuse; conservation

Examples of Activities that Support the Standard and Benchmarks

- 4.3.1 Students examine the labels on containers and advertisements for various brands of cereals, yogurt, and other food products and compare the advertising messages with the actual nutritional content for the products (Meeks & Heit, 1994a).
- 4.3.2 Students brainstorm ways humans can keep the environment a healthful and safe place in which to live (e.g., aerosol sprays, litter, dripping faucets). They explain why each action makes the environment healthy for humans.
- 4.3.3 Students recycle aluminum cans to raise money for a safer and healthier environment. They follow the process of recycling materials to draw connections between individual action and total community health. [Note: Include local media in publicizing the students' efforts.]

** Indicates word or phrase is defined in Glossary*

Standard 4: HEALTH - ENHANCING SKILLS

Students demonstrate the ability to use problem-solving, decision-making, communication, and goal-setting skills to enhance health.

Benchmarks

- 4.4.1 Know steps in assessing risks and making responsible decisions.
- 4.4.2 Know how to set goals for a healthy lifestyle.
- 4.4.3 Know characteristics needed to be a responsible friend and family member.
- 4.4.4 Understand ways to communicate care, consideration, and respect of self and others.
- 4.4.5 Know communication and problem-solving skills to set personal boundaries, resolve conflicts, and develop positive relationships.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 4.4.1 brainstorm; consider consequences, pros and cons, effects on others
- 4.4.2 personal well-being, eating behaviors, physical activity, nutrition
- 4.4.3 respect, courtesy, manners, honesty
- 4.4.4 listening, encouragement, communication, confidentiality
- 4.4.5 cooperation, negotiation, bargaining, compromise

Examples of Activities that Support the Standards and Benchmarks

- 4.4.1 Students respond to a series of health-related questions beginning with “What would you do if...” (e.g., someone offered you a cigarette, someone didn’t wash his/her hands after leaving the bathroom). Responses should promote positive relationships. This could be used in a writing activity or a journal entry.
- 4.4.2 Students conduct a home activity in which they discuss health-related decisions and set five family health goals. [Note: Teachers may want to give a health-related reward when family goals are met (e.g., toothbrush, book, coupon for health product).]
- 4.4.3 After students read actual want ads, they write an ad advertising for a friend. The ad should include five characteristics that a good friend would possess.
- 4.4.4 In groups, students brainstorm and record ways to communicate one of the following: caring, consideration, respect for self, or respect for others. They discuss times when they have done this for others or others have done it for them. They share their list and a few examples with the other groups.
- 4.4.5 Students help formulate classroom rules with accompanying positive and negative consequences.

Standard 5: BEHAVIORS AND RISKS

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmarks

- 4.5.1 Understand the relationship between food choices and personal health.
- 4.5.2 Know how to distinguish behaviors that are safe from those that are risky or harmful.
- 4.5.3 Know responsible health behaviors and needs.
- 4.5.4 Know safety rules and practices used in home, school, and community settings.
- 4.5.5 Know ways to avoid and reduce threatening situations.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 4.5.1 food pyramid, balanced diet, three meals/day, food content, safe handling of foods, healthy snacks, nutrients/fuels
- 4.5.2 seat belts, helmets
- 4.5.3 active lifestyle, healthy eating behaviors, physical activity*
- 4.5.4 fire/tornado drills, school safety procedures, water safety, animal safety
- 4.5.5 strategies for dealing with strangers and being home alone, travel safety rules

** Indicates word or phrase is defined in Glossary*

Examples of Activities that Support the Standard and Benchmarks

- 4.5.1 Students collect food pictures from magazines. They combine all pictures and create the food pyramid according to the number of servings for each group.
- 4.5.2 Students make posters that explain pedestrian, bicycle, roller blade and motor vehicle traffic rules, safety procedures, and signs (including the use of seat belts and safety helmets).
- 4.5.3 Students participate in a local health fair by sponsoring such activities as Jump-for-Heart, Bike-a-Thons, etc.
- 4.5.4 Students plan a fire escape route from every room in their homes. They discuss “stop, drop, roll” and basic fire safety procedures.
- 4.5.5 Students role-play refusal skills to avoid threatening situations.

Standard 6: HEALTH – RELATED INFORMATION

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

Benchmarks

- 4.6.1 Know community health service providers and their roles.
- 4.6.2 Know how to locate resources from home, school, and community that provide valid health information.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 4.6.1 roles of health care* professionals, firefighters, police, counselors
- 4.6.2 dial 911, provide pertinent information, make appointment with school counselor

Examples of Activities that Support the Standard and Benchmarks

- 4.6.1 Students create a list of community health service providers and invite several (e.g., health care* professional, police, firefighter, counselor) to speak to the class about what they do in the community. After hearing from the speakers, pairs of students choose one of the professions and role play a scene of what they might do in that role. For example, one pair might choose the role of a dentist and act out a trip to the dentist office with one student playing the dentist and the other playing the patient.
- 4.6.2 Students role-play a 911 call, providing all personal information and a description of the emergency situation.

Standard 7: HEALTH ADVOCACY

Students demonstrate the ability to advocate for personal, family, and community health.*

Benchmarks

- 4.7.1 Know various ways to convey accurate health information and ideas to individuals and groups.
- 4.7.2 Know methods for assisting others in making positive health choices.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 4.7.1 examples, appearance, attitude, role-model
- 4.7.2 encouragement, positive peer pressure

* Indicates word or phrase is defined in Glossary

Examples of Activities that Support the Standard and Benchmarks

- 4.7.1 Students collectively make a sign that promotes accurate health information (e.g., smoking, drugs, hygiene, alcohol).
- 4.7.1 Students demonstrate to another class, and role model to siblings, the correct procedure for brushing teeth.
- 4.7.1 Students make signs to remind students to “cover their sneeze.” They post the signs throughout the school.
- 4.7.2 Students create brochures about positive choices in various areas of health. [Note: A software program that may help is *Student Writing Center*.]
- 4.7.2 Students identify a troublesome situation and examine it by using the following key phrases: (1) Stop what you’re doing. (2) Think about what might happen. (3) Look around for something to do instead. (4) Give yourself a pat on the back. [*Get Real about Tobacco*, K-3, Lesson 6]

* Indicates word or phrase is defined in Glossary

Summary Of Grades 5-8 Benchmarks

Standard 1: GROWTH AND DEVELOPMENT

Students understand the fundamental concepts of growth and development.

- 8.1.1 Understand physical, intellectual, social, and emotional changes throughout the life cycle.
- 8.1.2 Understand the processes of conception, prenatal development, and birth.
- 8.1.3 Understand physical, intellectual, social, and emotional changes associated with puberty and adolescence.

Standard 2: HEALTH PROMOTION AND DISEASE PREVENTION

Students understand concepts related to health promotion and disease prevention.

- 8.2.1 Know strategies for stress management.
- 8.2.2 Know the benefits of nutrition* and physical activity* as they relate to total wellness.
- 8.2.3 Know sources, symptoms, and treatment of diseases and other health problems.

Standard 3: ENVIRONMENTAL AND COMMUNITY HEALTH

Students understand the effects of environmental and external factors on personal, family, and community health.

- 8.3.1 Know that family, community, culture, media, technology, and other factors have an impact on health practices.
- 8.3.2 Know how local, state, and federal efforts and policies on environmental issues impact health.
- 8.3.3 Know how the physical environment can affect personal health.

Standard 4: HEALTH – ENHANCING SKILLS

Students demonstrate the ability to use problem-solving, decision-making, communication, and goal-setting skills to enhance health.

- 8.4.1 Know appropriate social skills to build and maintain positive relationships.
- 8.4.2 Understand the process of goal setting and how it affects health choices.
- 8.4.3 Know strategies for coping with peer pressure.
- 8.4.4 Understand how health and learning are affected by nutrition*, physical activity*, drugs and sex.

Standard 5: BEHAVIORS AND RISKS

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 8.5.1 Know strategies and skills that are used to attain personal health goals.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.5.3 Know consequences of specific risk behaviors for one's self and others.
- 8.5.4 Understand precautions related to personal safety.
- 8.5.5 Know risks associated with harmful chemicals and drugs.

* Indicates word or phrase is defined in Glossary

Standard 6: HEALTH – RELATED INFORMATION

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

- 8.6.1 Know how to locate and use community resources and services that provide valid health information.
- 8.6.2 Know situations that require professional health services.
- 8.6.3 Know the validity and cost of common health information, products, and services.

Standard 7: HEALTH ADVOCACY

Students demonstrate the ability to advocate for personal, family, and community health.*

- 8.7.1 Know how to distinguish between myths and facts related to health issues.
- 8.7.2 Know various communication methods to accurately express health information.
- 8.7.3 Understand how to influence and support others in making positive health choices.

Standard 1: GROWTH AND DEVELOPMENT

Students understand the fundamental concepts of growth and development.

Benchmarks

- 8.1.1 Understand physical, intellectual, social, and emotional changes throughout the life cycle.
- 8.1.2 Understand the processes of conception, prenatal development, and birth.
- 8.1.3 Understand physical, intellectual, social, and emotional changes associated with puberty and adolescence.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 8.1.1 similarities and differences with body changes, thinking processes, and self-esteem
- 8.1.2 role of egg and sperm, prenatal care (e.g., physical activity*, nutrition*, rest, drug use, etc.), birth, birth defects [e.g., Fetal Alcohol Syndrome (FAS), Fetal Alcohol Effects (FAE)]
- 8.1.3 growth spurt, menstruation, peer pressure, self-esteem, mood swings, importance of peers

Examples of Activities that Support the Standard and Benchmarks

- 8.1.1 Students interview or observe a person in various stages of the life cycle (i.e., birth through older adult). They meet in groups to discuss their findings and to develop a timeline that shows characteristics of emotional, intellectual, physical, and social growth at the various stages.
- 8.1.1 Students create a pamphlet describing the stages of grief and dying.
- 8.1.2 As the teacher simulates the birth process using a sock and a small stuffed animal, students write down what the parts of the sock represent (i.e., foot part of sock represents the uterus, the neck represents the birth canal) and how contractions, movement through the birth canal, and stretching of the vagina to accommodate the baby are represented. Alternatively, students could be given the suggested, or other, materials and asked to simulate the birth process. (Adapted from Meeks & Heit, 1994a.)
- 8.1.3 Students view a film on adolescent development. After viewing, they discuss in groups common adolescent concerns about growth spurts, menstruation, peer pressure, mood swings, self-esteem, hygiene and health habits. Each group lists stresses teens feel related to the issues and positive ways of coping with the stresses

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Standard 2: HEALTH PROMOTION AND DISEASE PREVENTION

Students understand concepts related to health promotion and disease prevention.

Benchmarks

- 8.2.1 Know strategies for stress management.
- 8.2.2 Know the benefits of nutrition* and physical activity* as they relate to total wellness.
- 8.2.3 Know sources, symptoms, treatment, and prevention of diseases and other health problems.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 8.2.1 relaxation techniques, knowledge of stresses, depression, suicide
- 8.2.2 nutrition* and physical activity* in relation to physical, emotional, and social health
- 8.2.3 sexually transmitted infections (STI)*, leading causes of death for different age groups, risk behaviors that lead to premature death

Examples of Activities that Support the Benchmarks

- 8.2.1 Students construct a multi-level mobile depicting stresses and coping techniques.
- 8.2.2 Students develop an infomercial* promoting nutrition* and physical activity* in relation to total wellness.
- 8.2.3 Students develop a set of questions about health promotion to ask a traditional or non-traditional healthcare professional. After the speaker's presentation, the students write a summary or prepare a graphic organizer (e.g., concept web) to show what they learned from the speaker.
- 8.2.3 Students prepare and present an oral report about the sources, symptoms, treatment, and prevention of a particular disease or health problem.

Standard 3: ENVIRONMENTAL AND COMMUNITY HEALTH

Students understand the effects of environmental and external factors on personal, family, and community health.

Benchmarks

- 8.3.1 Understand how family, community, culture, media, technology, and other factors affect health.
- 8.3.2 Understand how local, state, and federal efforts and policies on environmental and social issues affect health.
- 8.3.3 Know how the physical environment can affect personal health.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 8.3.1 effects of advertising (e.g., use of cartoon characters to promote smoking), influence of family or ethnic eating behaviors, influence of positive role models, effects of media use (e.g., TV, Internet, computer games) on physical activity*
- 8.3.2 ban on smoking, enforcement of underage drinking and tobacco purchase laws, environmental protection issues, individual school issues
- 8.3.3 second-hand smoke, pollution, rural/urban environment, available health care*, germs

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Examples of Activities that Support the Standard and Benchmarks

- 8.3.1 Students write a poem or essay on what it means to be a positive role model.
- 8.3.1 Students evaluate ads for influence on health behaviors.
- 8.3.2 Students prepare a list of questions for a guest speaker who will address the laws and responsibilities that teenage parents face. Students then summarize what they learned from the speaker's presentation.
- 8.3.2 Students brainstorm a list for one of the following: 1) comments/actions that could be considered as sexual harassment; 2) possible consequences (i.e., emotional, social) to the victim; and 3) methods of confronting sexual harassment.
- 8.3.2 Students research HIV policies at the school, state, and federal level concerning confidentiality, precautions, and prevention.
- 8.3.3 Students create a mural that depicts how the physical environment affects health.

Standard 4: HEALTH – ENHANCING SKILLS

Students demonstrate the ability to use problem-solving, decision-making, communication, and goal-setting skills to enhance health.

Benchmarks

- 8.4.1 Know appropriate social skills to build and maintain positive relationships.
- 8.4.2 Understand the process of goal setting and how it affects health choices.
- 8.4.3 Know strategies for coping with peer pressure.
- 8.4.4 Understand how health and learning are affected by nutrition*, physical activity*, drugs, and sex.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 8.4.1 making and maintaining friendships, respect for authority, citizenship
- 8.4.2 goal-setting steps related to nutrition* (e.g., eating more fruits and vegetables to reduce cancer risks), physical activities*, and weight management
- 8.4.3 refusal skills, alternatives, resolving conflicts
- 8.4.4 obesity, heart disease, high blood pressure, pregnancy, sexually transmitted infections (STI)*, addiction, etc.

Examples of Activities that Support the Standard and Benchmarks

- 8.4.1 Students write a friendship "Bill of Rights".
- 8.4.1 Students write a want ad advertising for a friend.
- 8.4.2 Students set a personal health goal and track progress toward achievement. (Parental involvement is encouraged.)
- 8.4.3 Students produce a puppet show demonstrating peer pressure.
- 8.4.3 Students role-play ways to deal with peer pressure.
- 8.4.4 Students write an essay on abstinence*.
- 8.4.4 Students design a tee shirt depicting a positive health habit.

Standard 5: BEHAVIORS AND RISKS

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmarks

- 8.5.1 Know strategies and skills that are used to attain personal health goals.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.5.3 Know consequences of specific risk behaviors for one's self and others.
- 8.5.4 Understand precautions related to personal safety.
- 8.5.5 Know risks associated with harmful chemicals and drugs.

* Indicates word or phrase is defined in Glossary

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 8.5.1 hygiene, grooming, fitness plans, disease-free/maintenance
- 8.5.2 confidence, self-worth, volunteerism, over-achievers
- 8.5.3 probation; becoming handicapped; loss of life, relations, and reputation
- 8.5.4 use of safety equipment, obey laws, avoidance of high-risk situations, first aid basics, abstinence*/birth control
- 8.5.5 addiction, getting caught, suicide, driving under the influence (DUI), loss of control

Examples of Activities that Support the Standard and Benchmarks

- 8.5.1 Students plan and keep a fitness calendar for a set period of time.
- 8.5.2 Students create a self-esteem collage within a silhouette.
- 8.5.2 Given a hand print of each of their classmates, students give one another a “pat on the back” by writing a positive statement in each person’s print.
- 8.5.3 Students prepare several questions to ask a person who is physically challenged due to an injury. The questions should help the students understand the person’s injury and how it might have been avoided.
- 8.5.4 Students write a set of “safety tips-of-the-day” that could be announced over the intercom daily to promote safety in and out of school. (Students might want to gather some data, through a survey perhaps, to see if safety improves as a result of the announcements.)
- 8.5.5 Students draw a comic strip or write a newspaper article depicting the consequences of taking risks.

Standard 6: HEALTH – RELATED INFORMATION

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

Benchmarks

- 8.6.1 Know how to locate and use community resources and services that provide valid health information.
- 8.6.2 Know situations that require professional health services.
- 8.6.3 Know the validity and cost of common health information, products, and services.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 8.6.1 depression, dysfunctional eating* (e.g., compulsive overeating, size bias, restrictive dieting, eating disorders*), negative body image, addictions, pregnancy, date rape
- 8.6.2 phone book, hotlines, clinics/hospitals, local clergy, school counselor, trusted adults, parents
- 8.6.3 quackery/fads, health claims, role of state agencies, consumer fraud, brand-names, generic items

Examples of Activities that Support the Standard and Benchmarks

- 8.6.1 Using highway sign shapes, students construct “warning signs” showing the warning signs of addiction, depression, eating disorders* and dysfunctional eating*, etc.
- 8.6.2 Students create a youth “yellow pages” listing resources and services that provide valid health information.
- 8.6.3 Students analyze health ads and health products to determine credibility with follow-up correspondence to the company.
- 8.6.3 Students, working in groups, “create” a health product and make a marketing presentation to the rest of the class. Classmates can vote on whether they would buy the product or not.
- 8.6.3 Students compare and contrast generic health products with name-brand health products.

* Indicates word or phrase is defined in Glossary

Standard 7: HEALTH ADVOCACY

Students demonstrate the ability to advocate for personal, family, and community health.*

Benchmarks

- 8.7.1 Know how to distinguish between myths and facts related to health issues.
- 8.7.2 Know various communication methods to accurately express health information.
- 8.7.3 Understand how to influence and support others in making positive health choices.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 8.7.1 myths regarding pregnancy, HIV transmission, and drugs, etc.
- 8.7.2 verbal, non-verbal, listening, writing
- 8.7.3 skill in compromising, listening, leading, organizing, speaking, resolving conflicts; knowledge of facts; assertiveness

Examples of Activities that Support the Standard and Benchmarks

- 8.7.1 Students develop a game that shows that they can differentiate between health facts and health myths.
- 8.7.2 Students develop a public service announcement or newspaper ad relating to current health issues.
- 8.7.3 Students write and illustrate a health booklet for lower elementary students.
- 8.7.3 Students teach a health concept to lower elementary students.

** Indicates word or phrase is defined in Glossary*

Summary Of Grades 9-12 Benchmarks

Standard 1: GROWTH AND DEVELOPMENT

Students understand the fundamental concepts of growth and development.

- 12.1.1 Understand the interrelationships of intellectual, emotional, social, spiritual*, and physical health throughout life.
- 12.1.2 Understand the interrelationships of family and individual health.
- 12.1.3 Understand physical, intellectual, social, and spiritual* changes that occur throughout life, and how these changes differ among individuals.
- 12.1.4 Understand how physical, intellectual, social, and cultural factors influence attitudes and behaviors regarding sexuality.
- 12.1.5 Understand the impact of personal health behaviors on the functioning of body systems.
- 12.1.6 Understand the importance of prenatal and perinatal care to both mother and child.

Standard 2: HEALTH PROMOTION AND DISEASE PREVENTION

Students understand concepts related to health promotion and disease prevention.

- 12.2.1 Understand how the body's systems function to prevent or combat disease.
- 12.2.2 Understand the importance of regular physical examinations in detecting and treating diseases early.
- 12.2.3 Know how to assess behaviors and their relationships to health promotion and disease prevention.
- 12.2.4 Understand the social, political, and economic effects of disease on individuals, families, and communities.

Standard 3: ENVIRONMENTAL AND COMMUNITY HEALTH

Students understand the effects of environmental and external factors on personal, family, and community health.

- 12.3.1 Know how the community, media, and technology can influence the health of individuals.
- 12.3.2 Understand how cultural diversity enriches and challenges health behaviors.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.

Standard 4: HEALTH – ENHANCING SKILLS

Students demonstrate the ability to use problem-solving, decision-making, communication, and goal-setting skills to enhance health.

- 12.4.1 Know how use, misuse, and abuse of alcohol, tobacco, and other drugs can play a role in dangerous behavior and can have adverse consequences for the community.
- 12.4.2 Know how to set personal health goals and design a specific plan to enhance health for quality of life.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.

* Indicates word or phrase is defined in Glossary

Standard 5: BEHAVIORS AND RISKS

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.5.2 Know strategies to use for health enhancement.
- 12.5.3 Know possible causes of conflicts in schools, families, and communities and strategies to prevent conflict in these situations.
- 12.5.4 Know how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.

Standard 6: HEALTH – RELATED INFORMATION

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

- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.2 Know factors that influence personal selection of health care resources, products, and services.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.4 Understand the cost and accessibility of a variety of health care services.
- 12.6.5 Know situations that require professional health services in the areas of prevention, treatment, and rehabilitation.
- 12.6.6 Know local, state, federal, and private agencies that protect and/or inform the consumer.

Standard 7: HEALTH ADVOCACY

Students demonstrate the ability to advocate for personal, family, and community health.*

- 12.7.1 Know how to express information and opinions about health issues.
- 12.7.2 Know how individuals can improve or maintain community health.
- 12.7.3 Know how to influence and support others in making positive health choices.
- 12.7.4 Know how to work cooperatively when advocating for healthy communities.

Standard 1: GROWTH AND DEVELOPMENT

Students understand the fundamental concepts of growth and development.

Benchmarks

- 12.1.1 Understand the interrelationships of intellectual, emotional, social, spiritual*, and physical health throughout life.
- 12.1.2 Understand the interrelationships of family and individual health.
- 12.1.3 Understand physical, intellectual, social, and spiritual* changes that occur throughout life, and how these changes differ among individuals.
- 12.1.4 Understand how physical, intellectual, social, and cultural factors influence attitudes and behaviors regarding sexuality.
- 12.1.5 Understand the impact of personal health behaviors on the functioning of body systems.
- 12.1.6 Understand the importance of prenatal and perinatal care to both mother and child.

* Indicates word or phrase is defined in Glossary

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 12.1.1 holistic*, stages of life, dimensions of health, functioning and adapting
- 12.1.2 family dynamics
- 12.1.3 life changes
- 12.1.4 culture, attitudes, dynamics in relation to sexuality
- 12.1.5 birth control, tobacco, alcohol, drugs, sexual activity
- 12.1.6 prenatal and perinatal care, teen pregnancy, unintended pregnancy

Examples of Activities that Support the Standard and Benchmarks

- 12.1.1 Students, working in groups, are assigned a dimension of health. Each group discusses its dimension and shares with the other groups how its dimension is affected by, or interacts with, the other dimensions of health.
- 12.1.2 Students are divided into “family units”. Each family stands in a circle and the members of the family are connected with yarn around their thumbs. The teacher gives an adverse health event to one member who steps back. Students describe how the other family members are affected. (The activity uses physical closeness to represent emotional closeness to demonstrate that those emotionally closest are most affected and those farthest away are least affected.)
- 12.1.3 Students listen to a guest speaker who has experienced a major life change or event and summarize, orally or in writing, how that change or event affected the person’s dimensions of wellness.
- 12.1.4 Students research how sexuality is dealt with in a variety of cultures. They select a scenario in which some aspect of sexuality in our culture changes (e.g., men get pregnant, women get pregnant by rubbing elbows, women impregnate women, women can get pregnant after the age of 30 but not before) and discuss how this change might affect our life choices and how other cultures see us.
- 12.1.5 Students pair up and designate one person as A and the other as B. Person A is given a list of behavior choices (e.g., use or not use alcohol or drugs, engage or not engage in sexual activity, eat well-balanced meals or eat unbalanced meals, diet or not, sleep too little or get adequate rest). Person B is given a list of consequences (e.g, addiction, pregnancy, obesity or nutritional deficits). Person A makes a behavior choice and B responds with a consequence and explains why the consequence is appropriate. After matching each choice with a consequence, each pair joins with another pair to discuss personal health behaviors that could lead to permanent damage to a body system or premature death. They list positive health behaviors and write personal health behavior contracts to avoid disease and premature death.
- 12.1.6 Students examine case studies of unintended or unwanted pregnancies. They identify, in chronological order (i.e., beginning with sexual encounters through decision making after pregnancy occurs), how help might be obtained. Students critique the roles of the case study characters.

Standard 2: HEALTH PROMOTION AND DISEASE PREVENTION

Students understand concepts related to health promotion and disease prevention.

Benchmarks

- 12.2.1 Understand how the body’s systems function to prevent or combat disease.
- 12.2.2 Understand the importance of regular physical examinations in detecting and treating diseases early.
- 12.2.3 Know how to assess behaviors and their relationships to health promotion and disease prevention.
- 12.2.4 Understand the social, political, and economic effects of disease on individuals, families, and communities.

* Indicates word or phrase is defined in Glossary

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 12.2.1 communicable and non-communicable diseases, vaccinations, allergic reactions, sexually transmitted infections* (STI's), HIV, etc.
- 12.2.2 primary*, secondary*, and tertiary prevention* [e.g., testicular self exam (TSE), breast self exam (BSE)]
- 12.2.3 alcohol, tobacco and other drug use; sedentary lifestyle; dietary patterns; sexual behaviors; intentional and unintentional injury; HIV
- 12.2.4 effects of disease on the individual, family and community (e.g., absenteeism, work, income, location, epidemics, and quarantine)

Examples of Activities that Support the Standard and Benchmarks

- 12.2.1 Students are given a construction paper T-shirt with one of the following titles written on it: antibody, skin, white blood cell, and T cell. Students write facts about the title on their shirt and tape the facts to the back side of the shirt. Four students are selected by the teacher to come to the front of the room. The teacher introduces them as if they were members of a sports team. For example, "Here is #32, Skin." Then Skin says something that shows why he is a member of the "defensive" team (e.g., "My job today is not to break down so that any pathogen that tries to get by me will be blocked."). The activity continues until all students have been introduced.
- 12.2.2 Students watch and listen as a health care provider demonstrates and explains the parts and procedures of a physical exam and its role in the early prevention, detection, and treatment of disease. They use a graphic organizer or other format to summarize what they learned.
- 12.2.3 One student is given a half-full glass of sodium hydroxide and all other members of the class each receive a half-full glass of DISTILLED water. Students walk around the room and exchange two or three drops of water with several other students. After three or four trades, the students test their glasses of water with the indicator, phenolphthalein. They discuss how the activity demonstrates the transmission of HIV. (Note: Use plastic medicine cups or other small containers that hold less than a quarter cup. For more information about HIV, contact the AIDS trainer at your local Teacher Learning Center.)
- 12.2.4 Students use the Internet to research a rare disease, such as progeria, for which major drug companies are not currently developing drugs because it is not economically feasible. They present the results of their research in writing or orally, discussing the economic and social consequences of having the disease and any political efforts to gather support for developing treatments for the disease.
- 12.2.4 Students divide into three groups, which are designated as social, political, or economic. Each group discusses and records the effects of HIV/AIDS on individuals, families, and communities for their assigned area.

Standard 3: ENVIRONMENTAL AND COMMUNITY HEALTH

Students understand the effects of environmental and external factors on personal, family, and community health.

Benchmarks

- 12.3.1 Know how the community, media, and technology can influence the health of individuals.
- 12.3.2 Understand how cultural diversity enriches and challenges health behaviors.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.

* Indicates word or phrase is defined in Glossary

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 12.3.1 information offered through community organizations, volunteer work at hospitals, food banks, childcare centers
- 12.3.2 cultural diversity, various food sources of nutrients available in different cultural and ethnic cuisine, influence of cultural factors on the treatment of diseases
- 12.3.3 natural and man-made disasters, pesticides and herbicides, environmental issues that affect the food and water supply and the nutritional quality of food
- 12.3.4 public health regulations and policy, Occupational Safety and Health Administration (OSHA) regulations, Right to Know laws, Department of Health and Human Services regulations, licensing laws, safe food handling, food production controls, household waste disposal controls, clean air, disposal of nuclear waste

Examples of Activities that Support the Standard and Benchmarks

- 12.3.2 Students, individually or in groups, prepare questions about volunteer programs to ask a speaker from a local hospital, fire department, United Way, etc. After listening to the speaker, each group prepares a poster promoting volunteerism.
- 12.3.2 Students participate in an ethnic diversity day in school by bringing foods from their families' culture to share with fellow classmates. They might include a nutritional analysis of the food or write a short report on the relationship between the food and health in that culture.
- 12.3.3 Students, individually or in groups, prepare a set of questions about the safe handling and usage of pesticides and herbicides. They invite an appropriate speaker (e.g., grain elevator chemical representative, plant nursery worker, landscaper) to share information on the topic. They summarize what they learned by using a graphic organizer, writing a song, preparing a poster, or producing some other product that helps them use what they learned to deepen their understanding of the topic.
- 12.3.3 Students conduct an environmental study of their school, including the placement of air filter cartridges inside and outside the school. They collect and test samples of water taken from school sources and examine the school premises for a risk-free (i.e., safe and healthy) environment.
- 12.3.4 Students invite a local Public Health Nurse or Environmental Health Specialist to discuss licensing laws, safe food handling, etc. They summarize what they learned from the presentation by writing a journal entry or newspaper article, or by developing a concept web or other graphic organizer.
- 12.3.4 After students read articles or view videotapes on the topic of teen parenting, they write a persuasive letter to a fictitious character from the article or videotape, outlining several realities, positive or negative, for that character to consider (e.g., child custody laws, child support).
- 12.3.4 Students create advertisements that inform about or discourage sexual harassment. They display the advertisements throughout the school building.

Standard 4: HEALTH – ENHANCING SKILLS

Students demonstrate the ability to use problem-solving, decision-making, communication, and goal-setting skills to enhance health.

Benchmarks

- 12.4.1 Know how use, misuse, and abuse of alcohol, tobacco, and other drugs can play a role in dangerous behavior and can have adverse consequences for the community.
- 12.4.2 Know how to set personal health goals and design a specific plan to enhance health for quality of life.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.

** Indicates word or phrase is defined in Glossary*

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 12.4.1 definition of use, misuse, abuse; drugs; consequences (e.g., domestic violence, house fires, motor vehicle crashes, date rape, transmission of diseases through needle sharing or sexual activity)
- 12.4.2 drug free, stress management, cholesterol levels, blood pressure, physical activity*, self-actualization, tolerance, empathy
- 12.4.3 knowledge, assessment, implementation, evaluation
- 12.4.4 comparisons of risks vs. benefits and outcomes

Examples of Activities that Support the Standard and Benchmarks

- 12.4.1 Students invite representatives of Mothers Against Drunk Driving (MADD), Students Against Drunk Driving (SADD), Alcoholics Anonymous (AA), Alanon, Crime Bureau, etc. to be members of a panel that will share information on the relationship between use of alcohol and other drugs and dangerous behavior and consequences for the community. Students should prepare questions beforehand and/or summarize information after the presentation by preparing a written report or visual representation.
- 12.4.2 Students conduct a personal health assessment that includes health behaviors. They identify at least one behavior to incorporate into a lifestyle behavior change and conduct research to identify healthy approaches to this change. The change can be implemented in an eight-week change project.
- 12.4.3 Students bring in a music selection and the accompanying lyrics, typed for distribution to other members of the class. Students listen to a few minutes of several songs and then respond to questions about the positive or negative lifestyles portrayed in the songs [e.g., Does this song promote a positive healthy lifestyle? Does this song promote moral decision making skills? What kind of health choices is it promoting in the dimensions of health (i.e., physical, intellectual, emotional, and spiritual*)?].
- 12.4.3 Each student is given a card with a scenario related to a health issue (e.g., wearing a seat belt, using alcohol, engaging in sexual activity, dieting) written on it. The students use the "Responsible Decision Making Model" (Meeks/Heit, 1994a) to address the situation.
- 12.4.4 Students, working in groups, are assigned a medical emergency. They problem solve the situation and develop a poster that demonstrates simple first aid procedures for that emergency.

Standard 5: BEHAVIORS AND RISKS

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmarks

- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.5.2 Know strategies to use for personal health enhancement.
- 12.5.3 Know possible causes of conflicts in schools, families, and communities and strategies to prevent conflict in these situations.
- 12.5.4 Know how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 12.5.1 self-responsibility for dietary choices (e.g., fast food), label reading, activity choices, stress reduction, abstinence
- 12.5.2 self-discipline, commitment, perseverance, support
- 12.5.3 bullying, power plays or struggles, peer pressure, gangs
- 12.5.4 "Just say no", definition of negotiation and collaboration, negotiation and collaboration skills, open-mindedness

** Indicates word or phrase is defined in Glossary*

Examples of Activities that Support the Standard and Benchmarks

- 12.5.1 Students perform and evaluate a personal health assessment (e.g., Standardized Presidential/Cooper* for 1 mile run/walk, food diary, label reading, etc.).
- 12.5.2 Students analyze short- and long-term consequences of a high fat or a high sodium diet. They identify personal strategies they could use to reduce the risk of those consequences for their own health.
- 12.5.3 Students read or listen to a story about conflict, such as *Smoky Night* by Eve Bunting. They are then divided into three groups, schools, families, or communities, to discuss common conflicts, the causes of those conflicts, and strategies to prevent the conflicts. Each group reports back to the class, and the class brainstorms other possible solutions.
- 12.5.4 Students are given a conflict scenario and role play a peer mediation team using the “Model for Resistance Skills” to handle the conflict.

Standard 6: HEALTH – RELATED INFORMATION

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

Benchmarks

- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.2 Know factors that influence personal selection of health care resources, products, and services.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.4 Understand the cost and accessibility of a variety of health care services.
- 12.6.5 Know situations that require professional health services in the areas of prevention, treatment, and rehabilitation.
- 12.6.6 Know local, state, federal, and private agencies that protect and/or inform the consumer.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 12.6.1 access, yellow pages, Internet, Chamber of Commerce, public health
- 12.6.2 cost, benefits, resources, products, services, Consumer Guide, advice from health professionals
- 12.6.3 evaluate the validity and credibility of resources and information
- 12.6.4 health insurance coverage, deductibles, premium, care options
- 12.6.5 persistent depression, prenatal and perinatal care, treatment or management of disease, alcohol or drug-related problems, neglect and child abuse
- 12.6.6 Food and Drug Administration (FDA), Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), local prosecutor’s office

Examples of Activities that Support the Standard and Benchmarks

- 12.6.1 Students choose a community in another state and access the Internet to find credible information about medical care in that community.
- 12.6.2 Students perform a medical cost comparison including insurance cost and coverage.
- 12.6.3 Students compare and contrast services, education, and certification of various professional health care providers (e.g., M.D. and chiropractor, provider of herbal supplements and pharmacist).
- 12.6.4 Students invite a health insurance representative to class to discuss premiums, deductibles, care options, etc. After listening to the speaker, they work in groups to develop a poster of that highlights what consumers need to know about health insurance.

* Indicates word or phrase is defined in Glossary

Examples of Activities that Support the Standard and Benchmarks

- 12.6.5 Students go on a field trip to a health care facility in the area. They prepare a graphic organizer (e.g., concept web) to summarize what they learned on the trip.
- 12.6.6 Students identify local agencies that protect and inform consumers. They contact at least three different agencies and obtain information about the services each agency provides and how the services can be accessed. They display the information they gather, using a graphic organizer or some other representation. [Note: Teachers may wish to designate one or more particular types of agencies (e.g., an agency that assists drug-dependent people who want to stop using drugs) the students have to contact.]

Standard 7: HEALTH ADVOCACY

Students demonstrate the ability to advocate for personal, family, and community health.*

Benchmarks

- 12.7.1 Know how to express information and opinions about health issues.
- 12.7.2 Know how individuals can improve or maintain community health.
- 12.7.3 Know how to influence and support others in making positive health choices.
- 12.7.4 Know how to work cooperatively when advocating for healthy communities.

Examples of Specific Knowledge that Supports the Standard and Benchmarks

- 12.7.1 expressing health issues through art, and written and oral communication
- 12.7.2 environmental and economic issues, development of policies and laws, exercising voting privileges
- 12.7.3 peer trainers, counseling
- 12.7.4 collaboration with community leaders

Examples of Activities that Support the Standard and Benchmarks

- 12.7.1 Students participate in a media activity day by dividing into teams and presenting information on a health issue through billboard, video, radio talk host, radio/TV public service announcement, etc.
- 12.7.2 Students role play a city council meeting where the topic of discussion is restriction of second hand smoking in public buildings in their community.
- 12.7.3 Students read a passage such as “Positively Negative” (Meeks/Heit, 1995) and discuss the facts in the passage. They write an adaptation of the material that contains at least ten statements beginning with I (e.g., “I will sit in nonsmoking sections of restaurants and avoid lung cancer.”). Students read their adaptations to the class and comment on one another’s statements and compare and contrast the numerous health benefits represented by the statements.
- 12.7.4 Students discuss risks associated with Halloween trick-or-treating (e.g., contaminated candy, crossing streets and negotiating steps while in costume) and develop guidelines for dealing with these and other potential dangers.

* Indicates word or phrase is defined in Glossary

Summary of Benchmarks By Standard

Standard 1: GROWTH AND DEVELOPMENT

Students understand the fundamental concepts of growth and development.

Grades K-4 Benchmarks

- 4.1.1 Know the cycle of growth and development in humans from infancy to older adult.
- 4.1.2 Understand how individuals differ in their rates of growth and development.
- 4.1.3 Know basic structure and functions of the human body systems.
- 4.1.4 Know the importance of intellectual, emotional, social, spiritual*, and physical health during childhood.

Grades 5-8 Benchmarks

- 8.1.1 Understand physical, intellectual, social, and emotional changes throughout the life cycle.
- 8.1.2 Understand the processes of conception, prenatal development, and birth.
- 8.1.3 Understand physical, intellectual, social, and emotional changes associated with puberty and adolescence.

Grades 9-12 Benchmarks

- 12.1.1 Understand the interrelationships of intellectual, emotional, social, spiritual*, and physical health throughout life.
- 12.1.2 Understand the interrelationships of family and individual health.
- 12.1.3 Understand physical, intellectual, social, and spiritual* changes that occur throughout life, and how these changes differ among individuals.
- 12.1.4 Understand how physical, intellectual, social, and cultural factors influence attitudes and behaviors regarding sexuality.
- 12.1.5 Understand the impact of personal health behaviors on the functioning of body systems.
- 12.1.6 Understand the importance of prenatal and perinatal care to both mother and child.

Standard 2: HEALTH PROMOTION AND DISEASE PREVENTION

Students understand concepts related to health promotion and disease prevention.

Grades K-4 Benchmarks

- 4.2.1 Understand relationships between personal health behaviors and individual well being.
- 4.2.2 Know how the family influences personal health.
- 4.2.3 Understand how childhood injuries and illnesses can be prevented or treated.
- 4.2.4 Understand the importance of personal hygiene.

Grades 5-8 Benchmarks

- 8.2.1 Know strategies for stress management.
- 8.2.2 Know the benefits of nutrition* and physical activity* as they relate to total wellness.
- 8.2.3 Know sources, symptoms, and treatment of diseases and other health problems.

Grades 9-12 Benchmarks

- 12.2.1 Understand how the body's systems function to prevent or combat disease.
- 12.2.2 Understand the importance of regular physical examinations in detecting and treating diseases early.
- 12.2.3 Know how to assess behaviors and their relationships to health promotion and disease prevention.
- 12.2.4 Understand the social, political, and economic effects of disease on individuals, families, and communities.

* Indicates word or phrase is defined in Glossary

Standard 3: ENVIRONMENTAL AND COMMUNITY HEALTH

Students understand the effects of environmental and external factors on personal, family, and community health.

Grades K-4 Benchmarks

- 4.3.1 Know how media influence thoughts, feelings, and health behaviors.
- 4.3.2 Know how elements of the environment affect personal health.
- 4.3.3 Know positive health behaviors, which contribute to a healthy environment.

Grades 5-8 Benchmarks

- 8.3.1 Know that family, community, culture, media, technology, and other factors have an impact on health practices.
- 8.3.2 Know how local, state, and federal efforts and policies on environmental issues impact health.
- 8.3.3 Know how the physical environment can affect personal health.

Grades 9-12 Benchmarks

- 12.3.1 Know how the community, media, and technology can influence the health of individuals.
- 12.3.2 Understand how cultural diversity enriches and challenges health behaviors.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.

Standard 4: HEALTH – ENHANCING SKILLS

Students demonstrate the ability to use problem-solving, decision-making, communication, and goal-setting skills to enhance health.

Grades K-4 Benchmarks

- 4.4.1 Know steps in assessing risks and making responsible decisions.
- 4.4.2 Know how to set goals for a healthy lifestyle.
- 4.4.3 Know characteristics needed to be a responsible friend and family member.
- 4.4.4 Understand ways to communicate care, consideration, and respect of self and others.
- 4.4.5 Know communication and problem-solving skills to set personal boundaries, resolve conflicts, and develop positive relationships.

Grades 5-8 Benchmarks

- 8.4.1 Know appropriate social skills to build and maintain positive relationships.
- 8.4.2 Understand the process of goal setting and how it affects health choices.
- 8.4.3 Know strategies for coping with peer pressure.
- 8.4.4 Understand how health and learning are affected by nutrition*, physical activity*, drugs, and sex.

Grades 9 – 12 Benchmarks

- 12.4.1 Know how use, misuse, and abuse of alcohol, tobacco, and other drugs can play a role in dangerous behavior and can have adverse consequences for the community.
- 12.4.2 Know how to set personal health goals and design a specific plan to enhance health for quality of life.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.

* Indicates word or phrase is defined in Glossary

Standard 5: BEHAVIORS AND RISKS

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Grades K – 4 Benchmarks

- 4.5.1 Understand the relationship between food choices and personal health.
- 4.5.2 Know how to distinguish behaviors that are safe from those that are risky or harmful.
- 4.5.3 Know responsible health behaviors and needs.
- 4.5.4 Know safety rules and practices used in home, school, and community settings.
- 4.5.5 Know ways to avoid and reduce threatening situations.

Grades 5-8 Benchmarks

- 8.5.1 Know strategies and skills that are used to attain personal health goals.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.5.3 Know consequences of specific risk behaviors for one's self and others.
- 8.5.4 Understand precautions related to personal safety.
- 8.5.5 Know risks associated with harmful chemicals and drugs.

Grades 9-12 Benchmarks

- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.5.2 Know strategies to use for health enhancement.
- 12.5.3 Know possible causes of conflicts in schools, families, and communities and strategies to prevent conflict in these situations.
- 12.5.4 Know how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.

Standard 6: HEALTH – RELATED INFORMATION

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

Grades K-4 Benchmarks

- 4.6.1 Know community health service providers and their roles.
- 4.6.2 Know how to locate resources from home, school, and community that provide valid health information.

Grades 5-8 Benchmarks

- 8.6.1 Know how to locate and use community resources and services that provide valid health information.
- 8.6.2 Know situations that require professional health services.
- 8.6.3 Know the validity and cost of common health information, products, and services.

Grades 9 – 12 Benchmarks

- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.2 Know factors that influence personal selection of health care resources, products, and services.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.4 Understand the cost and accessibility of a variety of health care services.
- 12.6.5 Know situations that require professional health services in the areas of prevention, treatment, and rehabilitation.
- 12.6.6 Know local, state, federal, and private agencies that protect and/or inform the consumer.

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Standard 7: HEALTH ADVOCACY

Students demonstrate the ability to advocate for personal, family, and community health.*

Grades K-4 Benchmarks

- 4.7.1 Know various ways to convey accurate health information and ideas to individuals and groups.
- 4.7.2 Know methods for assisting others in making positive health choices.

Grades 5 – 8 Benchmarks

- 8.7.1 Know how to distinguish between myths and facts related to health issues.
- 8.7.2 Know various communication methods to accurately express health information.
- 8.7.3 Understand how to influence and support others in making positive health choices.

Grades 9 – 12 Benchmarks

- 12.7.1 Know how to express information and opinions about health issues.
- 12.7.2 Know how individuals can improve or maintain community health.
- 12.7.3 Know how to influence and support others in making positive health choices.
- 12.7.4 Know how to work cooperatively when advocating for healthy communities.

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Resources

-  **Consumer Protection Agency**
(see Government pages of local phone book)
-  **County Extension Offices**
(see Government pages of local phone book)
-  **County Social Services**
(see Government pages of local phone book under “County - Social Services)
-  **Environmental Health Practitioner**
(Check the yellow pages of the local phone book under “public health” or “government” or call information at 1-411.)
-  **Get Real About AIDS**
Comprehensive Health Education Foundation
22323 Pacific Highway South
Seattle, WA 98198
206-824-2907
-  **Health Care Providers**
(see yellow pages of local phone book under the following headings:
 - Audiologists
 - Chiropractors
 - Health Clubs
 - Health Fitness and Nutrition Consultants
 - Home Health Services
 - Mental Health Services
 - Occupational Therapy
 - Optometrists
 - Physical Therapists
 - Physicians
-  **Know Your Body Program**
Kendall/Hunt Publishing Company
4050 Westmark Drive
P.O. Box 1840
Dubuque, IA 52004-0810
1-800-228-0810
-  **Life Skills Training**
Princeton Health Press
115 Wall Street
Princeton, NJ 08540
1-800-636-3415

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 **Local and State Health Departments**

- **Local Health Department**

(check yellow pages under “public health or government,” or call information 1-411 and request the specific city or county public health, or call the ND Department of Health)

- **North Dakota Department of Health**

600 E. Boulevard Avenue, Dept. 301
Bismarck, ND 58505-0200
(701) 328-2372

- **North Dakota Department of Health**

Division of Health Promotion and
Education
Resource Library
600 E. Boulevard Avenue, Dept. 301
Bismarck, ND 58505-0200
(701) 328-2368

 **Mid-continent Regional Educational Laboratory (McREL)**

2550 S. Parker Rd., Suite 500
Aurora, CO 80014
(303) 337-0990
Fax (303) 337-3005

 **North Dakota Caring Foundation, Inc.**

4510 13th Avenue, Southwest
Fargo, ND 58121-0001

 **North Dakota College and University Nursing Education Administrators**

- **Dickinson State University**

Department of Nursing
291 Campus Drive
Dickinson, ND 58601
(701) 227-2133
Fax (701) 227-2006

- **Fort Berthold Community College**

AASPN Program
Box 490
New Town, ND 58763
(701) 627-4738
Fax (701) 627-3609

- **Jamestown College**

Department of Nursing
6010 College Lane
Jamestown, ND 58405
(701) 252-3467, ext.2497
Fax (701) 253-4318

- **Medcenter One College of Nursing**

512 North Seventh Street
Bismarck, ND 58501
(701) 323-6271
Fax (701) 323-6967

- **Minot State University**

College of Nursing
500 University Avenue West
Minot, ND 58701
(701) 857-3101
Fax (701) 839-6933

- **North Dakota State College of
Science**

Department of Nursing
800 Sixth Street North
Wahpeton, ND 58075
(701) 671-2967
Fax (701) 671-3609

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 **North Dakota College and University Nursing Education Administrators**

- **North Dakota State University**
Tri-College Nursing Consortium
136 Sudro Hall
Fargo, ND 58105
(701) 231-7772
Fax (701) 231-7606
- **University of Mary**
Division of Nursing
7500 University Drive
Bismarck, ND 58504
(701) 255-7500
Fax (701) 255-7687
- **University of North Dakota – Williston**
Practical Nursing Program
Box 1326
Williston, ND 58801
(701) 774-4290
Fax (701) 774-4275
- **United Tribes Technical College**
AASPN Program
3315 University Drive
Bismarck, ND 58504
(701) 255-3285, ext. 265
Fax (701) 255-1844
- **University of North Dakota**
College of Nursing
P.O. Box 9025
Grand Forks, ND 58202-9025
(701) 777-4555
Fax (701) 777-4096

 **North Dakota Prevention Resource Center** (curriculum kits)

600 2nd Street, #1E
Bismarck, ND 58504
701-328-8919

 **North Dakota Teacher Center Network**

- **Bismarck-Mandan Teacher Center**
1107 Airport Rd.
Bismarck, ND 58504-6712
(701) 221-3420
Fax (701) 221-3711
- **West River Teacher Center**
Dickinson State University
1679 6th Avenue W.
Dickinson, ND 58601-2904
(701) 483-2129
Fax (701) 483-2028
- **Grand Forks Area Teacher Center**
Box 7189,UND Station
Grand Forks, ND 58202-7189
(701) 777-4394
Fax (701) 777-4393
- **Devils Lake Area Teacher Center**
406 4 Avenue
Devils Lake, ND 58301-2418
(701) 662-6793
Fax (701) 662-7684
- **Fargo, West Fargo, Moorhead Area Teacher Center**
1725 N Broadway
Fargo, ND 58102-9243
(701) 446-5441
Fax (701) 446-5499
- **Mayville Area Teacher Center**
330 3rd St. NE
Mayville, ND 58257-1299
(701) 786-4796
Fax (701) 786-4890

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 **North Dakota Teacher Center Network**

- **Minot Area Teacher Center**

1609 4th Avenue NW
Minot, ND 58703-2911
(701) 857-4488 or 857-4467
Fax (701) 857-4489

- **Wahpeton Area Teacher Center**

NDSCS
800 6th St. N
Wahpeton, ND 58076-0002
(701) 671-2242
Fax (701) 671-2145

- **Valley City Area Teacher Center**

101 College St. SW
Valley City, ND 58072-4098
(701) 845-7221
Fax (701) 845-0002

- **Williston Area Teacher Center**

UND-W
P.O. Box 1326
Williston, ND 58802-1326
(701) 774-4270
Fax (701) 774-4275

 **Regional Human Service Centers**

(under U.S. Government, Health and Human Services Section in phone book)
ISAD Health Services Corporation, Home/Health/Hospice (515) 246-0126
Medicare Claims 1-800-247-2267

 **Social Security Administration Office (state office)**

1025 N. 3 Street
Bismarck, ND 58501
(701) 222-1833 or 1-800-772-1213

 **Social Security Administration (federal office)**

900 Altmeir Building
6401 Security Blvd.
Baltimore, MD 21235

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Glossary

Abstinence - Not engaging in a particular behavior.

Advocate - To speak or write in support of something.

Dysfunctional eating - Includes irregular or chaotic eating, consistent undereating, and consistent overeating of more than the body wants or needs. It exists on a continuum between normal eating and eating disorders, and may be of mild, moderate, or severe intensity.

Eating disorders - Refers to anorexia nervosa, bulimia nervosa, and binge eating.

Health care - Care pertaining to health or care provided by a health care professional, including medical doctors as well as others.

Health triangle – A balanced sense of well being that includes physical, mental, and social.

Holistic - Relating to or concerned with wholes or with complete systems rather than analysis of, treatment, or dissection into parts. Holistic health views health in terms of physical, emotional, social, intellectual, and spiritual components.

Infomercial – A television or radio program that gives information as it tries to sell a product.

Medical care - Care pertaining to medicine or care provided by a medical doctor.

Physical activity - Any bodily movement produced by skeletal muscles that results in energy expenditure (i.e., something one does).

Physical fitness - A set of attributes that people have or achieve that relates to the ability to perform physical activity; something one acquires, a characteristic or an attribute one can achieve by being physically active.

Primary prevention - Actions designed to prevent disease from occurring, includes health promotion activities.

Secondary prevention - Early diagnosis and prompt treatment, includes activities such as screening for diseases (e.g., vision, hearing, etc.).

Sexually transmitted infections (STIs) – more commonly referred to as sexually transmitted diseases which are diseases that can be transmitted through various forms of sexual contact. HIV is an example of a disease that is transmitted primarily through sexual intercourse.

Spiritual - Pertaining to a person's beliefs that promote a positive attitude and caring concern for others.

Standardized Presidential/Cooper – types of fitness assessments. The Standardized Presidential is a fitness assessment given under specified conditions and based on guidelines set by the President's Council on Physical Fitness and Sports. The Cooper assessment was developed by the Cooper Clinic, a cardiovascular fitness aerobic research and testing center located in Dallas, Texas. Results of their 1989 study on mortality/fitness indicated that the higher the level of physical fitness the lower the all-cause mortality rate. This result is most likely due to lowered rates of cardiovascular disease and cancer.

Tertiary prevention - Treatment, care, and rehabilitation of people to prevent further progression of a disease.

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