North Dakota Health

Grades 7, 8

Adopted 2008

Standard 1: Growth and Development

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

Human Growth and Development

1. Describe physical, intellectual, social, and emotional changes that occur throughout the life cycle (e.g., body maturation, brain development, social awareness) 7-8.1.1
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) 7-8.1.2
3. Explain the processes of conception, prenatal development, and birth 7-8.1.3

Body Systems

4. Identify the anatomical structures of the reproductive system 7-8.1.4

Standard 2: Personal Health

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

Personal Health

1. Develop strategies for managing stress in their own lives (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity) 7-8.2.1
2. Describe ways (e.g., personal achievement, community involvement, physical activity) to improve self-esteem 7-8.2.2
3. Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors 7-8.2.3
4. Describe ways in which family history can have an impact on personal health (e.g., hereditary diseases) 7-8.2.4
5. Explain the relationship between sexual behavior and personal health (e.g., STD/STI, pregnancy, HIV/AIDS) 7-8.2.5

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Disease and Illness

6. Identify the symptoms and treatment of common diseases and other health problems (e.g., allergies, communicable/non-communicable) 7-8.2.6
7. Explain ways in which school and public health policies can influence health promotion and disease prevention (e.g., tobacco and wellness policies) 7-8.2.7
8. Explain the benefits of nutrition and physical activity as they relate to the overall wellbeing of individuals (e.g., obesity) 7-8.2.8

Safety and Injury Prevention

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) 7-8.2.9
10. Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death) 7-8.2.10

Standard 3: External Health Factors

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

External Influences on Health

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) 7-8.3.1

Health and the Environment

2. Identify ways that physical environment (e.g., natural and man-made disasters, pollutants) influences the health of individuals 7-8.3.2

Standard 4: Communication Skills

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

Interpersonal Communication

1. Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors) 7-8.4.1
2. Apply strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure 7-8.4.2
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 7-8.4.3

Standard 5: Decision Making and Goal Setting

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

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Goal Setting

1. Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family) 7-8.5.1

Decision Making

2. Identify the steps (e.g., clarify, consider, choose) of the decision-making process (e.g., going to a game or doing your homework 7-8.5.2

Standard 6: Consumer Health

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

Access and Use of Health Information, Products, and Services

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 7-8.6.1

Selection and Evaluation of Health Information, Products, and Services

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) 7-8.6.2

Standard 7: Health Advocacy

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

Advocating for Health

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 7-8.7.1

Communicating Health Information

2. Identify myths and facts related to health issues (e.g., pregnancy, HIV transmission, drug use) 7-8.7.2