North Dakota Health

Grades 9, 10, 11, 12

Adopted 2008

Standard 1: Growth and Development

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

Human Growth and Development

1. Explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities) 9-12.1.1
2. Explain how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality 9-12.1.2
3. Describe the importance of prenatal and postnatal care to both parents and child 9-12.1.3

Body Systems

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) 9-12.1.4
5. Explain the functions of the reproductive system 9-12.1.5

Standard 2: Personal Health

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

Disease and Illness

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 9-12.2.4
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) 9-12.2.5
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) 9-12.2.6

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Safety and Injury Prevention

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) 9-12.2.7

Personal Health & Wellness

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) 9-12.2.1
2. Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support) 9-12.2.2
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) 9-12.2.3

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. 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) 9-12.3.1
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) 9-12.3.2
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 9-12.3.3

Health and the Environment

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) 9-12.3.4

Standard 4: Communication Skills

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

Interpersonal Communication

1. Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health) 9-12.4.1

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Conflict Resolution

2. Apply refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks 9-12.4.2
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) 9-12.4.3

Standard 5: Decision Making and Goal Setting

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

Goal Setting

1. Develop a life-long plan to sustain personal health (e.g., remaining drug-free, maintaining safe levels of cholesterol and blood pressure) 9-12.5.1
2. Assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal 9-12.5.2

Decision Making

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 9-12.5.3
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 9-12.5.4
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 9-12.5.5
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) 9-12.5.6

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. 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 9-12.6.1
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 9-12.6.2
3. Describe one's financial responsibility for health care services (e.g., health insurance coverage, deductibles, premiums, care options) 9-12.6.3

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Selection and Evaluation of Health Information, Products, and Services

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 9-12.6.4
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) 9-12.6.5
6. Evaluate resources, products, and services based on appropriate criteria (e.g., costs and benefits), consumer guides, and advice from health professionals. 9-12.6.6

Standard 7: Health Advocacy

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

Advocating for Health

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) 9-12.7.1
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) 9-12.7.2
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) 9-12.7.3

Communicating Health Information

4. Apply strategies (e.g., utilizing peer and societal norms, data, surveys) to express information and opinions about health issues 9-12.7.4
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) 9-12.7.5
6. Evaluate the effectiveness of a communication method (e.g., public service announcements, television or magazine advertisements, web sites) used to deliver health information 9-12.7.6