

COURSE INFORMATION

Grade Level:	Grade 4 Health Enhancement
Length:	Year
Period(s) Per Day:	5 Times per week 25 minutes/day

ESSENTIAL UNDERSTANDING

Health enhancement combines the disciplines of “health education” and “physical education” into a curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to well-being and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community. Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the educational process. (*Montana Standards for Health Enhancement Model Curriculum Guide, p. 8*)

Sunnyside Elementary Health Enhancement is a skill, fitness, and health based curriculum. Students will participate in a set class schedule that consists of two unit days, two fitness days, and one game day per week. Students will understand and perform basic skills for many different activities, leading up to organized class games/ activities. Students will be expected to understand basic skills in order to have success in lead up games. (Example students will learn dribbling and passing skills for the activity of soccer to find success in soccer lead up activity.) Students will also be exposed to many different aspects of fitness. Students will become aware of fitness levels through fitness testing. Students will also learn the importance of specific health topics that pertain to their growth and development. When students are exposed to fitness and health students will understand the importance of fitness, being active and having a healthy lifestyle.

At Sunnyside:

A well-developed health and physical education course is important because teaches young students the importance of living a healthy, active lifestyle.

As a result of students being engaged in health and physical education they will learn and build a work ethic, improve skills, fitness, and understand the importance of being active.

Student growth will be measured in the following ways: attitude, participation, and improvement and testing.

COURSE EXPECTATIONS

1. Basic skills and understanding will be emphasized through unit activities.
2. Understanding of lead up games and activities will be demonstrated.
3. Healthy lifestyle choices will be understood through fitness education.
4. Understanding of importance of fitness activities will be understood.
5. Students will be expected to be on task with maximum effort.
6. Students will be expected to follow safety rules and procedures.
7. Students will be expected to have proper PE shoes.

STUDENT OBJECTIVES

The health education content standards for fourth grade are that each student will:

The health education content standards for fourth grade are that each student will:

1. Identify life skills that improve health and wellness;
2. Discuss healthy and unhealthy behaviors and their effect on health;
3. Identify personal health enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention and stress management, including traditional and contemporary strategies from American Indian cultures;
4. Describe risky behaviors and their potential consequences;
5. Discuss various characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices;
6. Describe how universal precautions and other hygienic practices reduce the risk for contracting disease;
7. Describe the potential sources of environmental factors that affect health;
8. Discuss practices for safe school and community environments;
9. Describe common childhood health problems and potential treatments; describe when it is important to seek health care;
10. Discuss the structure and function of each of the following major systems: circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous;
11. Explain ways family and culture influence personal health practices and behaviors;

12. Discuss ways that peers influence behavior;
13. Identify how the school, tribe, and community can support personal health practices and behaviors;
14. Discuss why the media influences thoughts, feelings, and health behaviors;
15. Identify ways technology can influence personal health;
16. Discuss ways that school and community policies promote health, safety, and disease prevention;
17. Identify qualities of valid health information, products, and services;
18. Describe resources from home, school, tribe, and community that provide valid health information;
19. Demonstrate ways to communicate care, consideration, and respect of self and others, including those of traditional and contemporary American Indian cultures and practices;
20. Identify reasons to use refusal skills to avoid or reduce health risks;
21. Identify strategies to control angry feelings;
22. Describe reasons for seeking assistance to enhance the health and safety of self and others;
23. Discuss options of what to do in potential safety and health-risk situations;
24. Identify situations when assistance is needed to make safety and health-related decisions;
25. Identify positive alternatives to resolving safety and health-related issues or problems;
26. Explain possible consequences of health-related decisions;
27. Discuss reasons for setting personal health goals;
28. Discuss personal health goal-setting and the resources that can assist in achieving goals;
29. Discuss practices of healthy behaviors toward self and others;
30. Identify responsible personal health behaviors;
31. Explain personal health practices and behaviors that maintain or improve personal health;
32. Discuss reasons for healthy behaviors that avoid or reduce health risks;
33. Discuss accurate information about a health issue;
34. Discuss ways that encourage others to make positive health choices;

35. Compare and contrast health messages and communication techniques.

The physical education content standards for fourth grade are that each student will:

1. Use a combination of motor skills to engage in a variety of activities;
2. Combine locomotor movement patterns and dance steps used in an original dance;
3. Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures;
4. Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments;
5. Discuss the importance of hydration and hydration choices relative to physical activities;
6. Analyze opportunities for participating in physical activities outside health enhancement class;
7. Actively engages in the activities of health enhancement class, both teacher-directed and independent;
8. Identify the components of health-related fitness;
9. Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment;
10. Demonstrate responsible behavior in independent group situations;
11. Reflect on personal social behavior in physical activity;
12. Listen respectfully to corrective feedback from others;
13. Adhere to rules of etiquette in a variety of physical activities;
14. Recognize and support individual differences in movement performance at all skill levels;
15. Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities;
16. Work safely with peers and equipment in physical activity settings;
17. Examine the health benefits of participating in physical activity;
18. Rate the enjoyment of participating in challenging and mastered physical activities;

19. Describe and compare the positive social interactions when engaged in partner, small-group, and large-group physical activities

CONTENT PACING AND OUTLINE

Trimester 1

Unit 1 Soccer/ Fitness

- a. Soccer skills
- b. Soccer lead up games/ activities
- c. Fitness activities
- d. Health Focus:
 - a. Teamwork/Sportsmanship
 - b. Building peer to peer relationships

Unit 2 Basketball/ Fitness

- a. Basketball skills
- b. Basketball Lead up games/activities
- c. Fitness activities
- d. Health Focus

Unit 3 Floor Hockey/ Fitness

- a. Floor Hockey Skills
- b. Floor Hockey lead up games/activities
- c. Fitness activities
- d. Health Focus

Unit 4 Presidential Fitness Testing

- a. Sit Up

- b. Pushup
- c. Shuttle Run
- d. Mile Run
- e. Pull Up
- f. Sit Reach

Trimester 2

Unit 5 Volleyball/ Fitness

- a. Volleyball skills
- b. Volleyball lead up games/ activities
- c. Fitness activities
- d. Health Focus

Unit 6 Whiffle Ball Softball/ Fitness

- a. Softball skills
- b. Softball Lead up games / activities
- c. Fitness Activities
- d. Health Focus

Unit 7 Parachute/Fitness

- a. Parachute skills
- b. Parachute activities
- c. Fitness activities
- d. Health Focus

Unit 8 Scooters/ Fitness

- a. Scooter skills

- b. Scooter activities
- c. Fitness activities
- d. Health Focus

Unit 9 Health Highlights (In Classroom)

- a. Personal Health and Hygiene.
- b. Nutrition Health

Trimester 3

Unit 10 (Jump Rope/Jump Rope for Heart/Fitness)

- a. Jump Rope skills
- b. Jump rope activities
- c. Jump rope fundraising
- d. Fitness
- e. Health Focus

Unit 11 (Frisbee/Fitness)

- a. Frisbee skills
- b. Frisbee games/activities
- c. Fitness
- d. Health Focus

Unit 12 (Presidential Fitness Testing)

- a. Sit-up
- b. Pushup
- c. Shuttle Run
- d. Mile Run

- e. Pull up
- f. Sit Reach

Unit 13 (Football/Fitness)

- a. Football skills
- b. Football lead up games/activities
- c. Fitness
- d. Health Focus

Unit 14 (Track Unit)

- a. Track Skills
- b. Track practice and track workouts
- c. Track Meet

MONTANA CONTENT STANDARDS, PERFORMANCE INDICATORS, AND GRADE LEVEL OUTCOMES

The Montana Standards and Performance Indicators for Health Education are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

The National Health Education Standards (NHES) have provided a framework for the adoption of standards by most states, including Montana. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education. Importantly, the standards provide students, families and communities with concrete expectations for health education.

PERFORMANCE INDICATORS AND GRADE LEVEL OUTCOMES: GRADE 4

Performance indicators: The performance indicators articulate specifically what students should know or be able to do in support of each standard by the conclusion of each of the following four grade spans: K-2, 3-5, 6-8, and 9-12. The performance indicators serve as a blueprint for organizing student assessment.

HEALTH EDUCATION STANDARD 1

Comprehend concepts related to personal health promotion and disease prevention to enhance health.

Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health enhancing behaviors. This standard includes essential concepts that are based on established health behavior theories and models.

- Explain the relationship between healthy behaviors and personal health.
 - ✓ Explains how total health reduces health risks.
 - ✓ Identifies life skills to improve health and wellness.
 - ✓ Describes the relationship between health behaviors and disease prevention, e.g., smoking and lung cancer.
 - ✓ Identifies risk factors and behaviors related to heart disease and heart related conditions, e.g., high blood pressure, obesity, stress.
- Describe personal health-enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.
 - ✓ Follows current Dietary Guidelines by eating recommended dietary amounts of food.
 - ✓ Identifies the food label on various foods.
 - ✓ Chooses habits that reduce the risk of disease.
 - ✓ Names types of illegal drug use.
 - ✓ Demonstrates how to say “no” to harmful drugs.
 - ✓ Discusses habits that prevent the spread of germs.
- Identify potential consequences of engaging in risky behaviors.
 - ✓ Shows (pictures, draws, posters) the signs, symptoms, or effects of illegal drug use.
 - ✓ Describes the benefits of dental and physical exams.
- Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.
 - ✓ Sets health goals and makes a plan to practice behaviors for a healthy mind.
 - ✓ Demonstrates appropriate emotional-response strategies, e.g. if someone yells, request that they stop; walk away.
 - ✓ Understands that put-downs and stereotypes are untrue, unfair and limiting.
 - ✓ Explains how body systems work together.
 - ✓ Discuss the structure and function of the following systems: skeletal, muscular, digestive, circulatory, respiratory, nervous and skin.

- ✓ Discuss habits that keep bones strong, muscles strong and flexible, improve digestion and circulation, ease breathing, protect the brain and spinal cord, protect the skin.
 - ✓ Lists factors that affect growth, e.g., nutrition, sleep, exercise.
 - ✓ Explains ways you change in infancy, childhood, adolescence, and adulthood.
 - ✓ Describes changes that occur in each stage of the life cycle.
 - ✓ Describes ways a family might influence the health of its members.
 - ✓ Explains what makes you unique.
 - ✓ Understands how the body's function and composition are affected by food consumption: -recognizes protein and Vitamin D are nutrients in the dairy group. -explains how serving size impacts a healthy body. -explains information found on a food label (serving size, nutrients, fiber, calories).
- Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.
 - ✓ Understands how to self-care in case of a bloody nose or scraped skin.
 - Discuss ways environmental factors affect health.
 - ✓ Describes why poor air-quality affects personal health.
 - Describe ways in which safe and healthy school and community environments can promote personal health.
 - ✓ Describes ways to maintain healthful friendships.
 - ✓ Describes the influence peers can have on character.
 - ✓ Describes how cultural factors affect health, e.g., prepare foods in a healthy manner.
 - ✓ Describes how environmental factors affect health, such as through breathing, ingesting or skin exposure.
 - ✓ Explains reasons for rules in the school or community that help keep you safe.
 - ✓ Describes causes of allergies and ways to reduce the risk of allergy attacks.
 - ✓ Describes ways to reduce triggers for asthma.
 - ✓ Describes appropriate responses when dealing with harassment, bullying, intimidation and abuse
 - Describe ways to prevent and treat common childhood injuries and health problems.
 - ✓ Explains differences between communicable and non-communicable diseases.
 - ✓ Describes the use of universal precautions.

- ✓ Describes ways to prevent or reduce the risks of non-communicable diseases.
 - ✓ Describes what a vaccine does.
 - ✓ Knows the difference between virus and bacteria.
 - ✓ Explains function of the immune system.
 - ✓ Identify ways people may adversely react to foods.
 - ✓ Explain ways to prevent food-borne illness.
 - ✓ Discusses ways to prevent injury during physical activity.
 - ✓ Lists symptoms of communicable diseases.
 - ✓ Lists treatments for communicable diseases.
 - ✓ Lists the cause, symptoms and treatment for some common childhood illnesses.
 - ✓ Lists and discusses common chronic diseases
- Give examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits.
 - ✓ Understands emergency situations and demonstrates skills to respond appropriately and safely.
 - ✓ Understands emergencies can have mental/emotional, physical or social causes.
- Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system.
 - ✓ Explains how body systems work together
 - ✓ Discuss the structure and function of the following systems: skeletal, muscular, digestive, circulatory, respiratory, nervous and skin.
 - ✓ Discuss habits that keep bones strong, muscles strong and flexible, improve digestion and circulation, ease breathing, protect the brain and spinal cord, and protect the skin.
 - ✓ Lists factors that affect growth, e.g., nutrition, sleep, exercise.
 - ✓ Explains ways you change in infancy, childhood, adolescence, and adulthood.
 - ✓ Describes changes that occur in each stage of the life cycle.

HEALTH EDUCATION STANDARD 2

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

Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors, including personal values, beliefs, and perceived norms.

- Examine how family and culture influence personal health practices and behaviors.
 - ✓ Explains reasons for being close to family members.
 - ✓ Describes ways a family influences health.
 - ✓ Describes ways that family members help one another.
 - ✓ Describes how cultural factors affect health.
 - ✓ Identifies the health impact of eating/drinking habits associated with particular social events, e.g., holidays, tribal celebrations, sporting events.
 - ✓ Determines the nutritional values of foods from other cultures

- Identify how peers can influence healthy and unhealthy behaviors.
 - ✓ Explain ways peers may influence healthy and unhealthy behaviors.
 - ✓ Identifies ways to prevent teasing and harassment.

- Describe how the school, tribe, and community can support personal health practices and behaviors.
 - ✓ Explains how to choose healthful entertainment.
 - ✓ Identifies ways to prevent the spread of communicable disease in the community, e.g., hygiene, vaccines, quarantine.
 - ✓ Compares and contrasts the nutritional value of food from various places, e.g., home, fast food, school prepared.
 - ✓ Identifies a recycling program in the home, school, and community.

- Explain how media influences thoughts, feelings, and health behaviors.
 - ✓ Lists media influences that most impact student's consumer decisions, e.g., commercials, movies, books, music.
 - ✓ Predicts the outcome if more people watched less TV and engages in a regular exercise program.
 - ✓ Identifies appeals found in food ads, e.g., check out a pizza ad.
 - ✓ Tells ways to have a positive body image.
 - ✓ Discusses the appeals found in ads for cigarettes.
 - ✓ Discusses ways to analyze the influence of advertisements and commercials.
 - ✓ Explains the purpose of advertisements and commercials.
 - ✓ Analyzes a computer game to determine if it is a healthful influence.
 - ✓ Tells ways TV influences have on body image.

- Discuss ways that technology can influence personal health.
 - ✓ Uses a pedometer or heart rate monitor to measure health goals.

- Explain how school, public and tribal health policies can influence health promotion and disease prevention
 - ✓ Discusses reasons why smoking ads on TV are prohibited.

HEALTH EDUCATION STANDARD 3

Demonstrate the ability to access valid information, products, and services to enhance health.

Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources.

- Identify characteristics of valid health information, products, and services.
 - ✓ Explains reasons to read food labels.
 - ✓ Explains the importance of ingredient sequence on a food label.
 - ✓ Explains qualities of a healthful grooming product, e.g., skin, hair, nails.
 - ✓ Describes ways to determine the safety equipment you need for physical activity.
 - ✓ Lists safety rules for taking prescription drugs.
 - ✓ Names safety rules for taking OTC drugs.
 - ✓ Lists health products.
 - ✓ Describes how to make responsible choices about health care products and services.
 - ✓ Discusses health-related products that are available to promote a healthier individual.
 - ✓ Analyze the impact of local health services on community health.
- Locate resources from home, school, tribe, and community that provide valid health information.
 - ✓ Lists the role of each member of a health care team.
 - ✓ Describes types of help available for someone who has a drinking problem.
 - ✓ Describes ways that help someone quit tobacco use.
 - ✓ Describes ways to get help for someone who abuses drugs.
 - ✓ Lists sources of health information.
 - ✓ Locates valid health resources when given a specific health topic to research.
 - ✓ Describes how to put together a first-aid kit with a parent or guardian.
 - ✓ Explains steps to follow for an emergency or emergency alert.
 - ✓ Analyzes the roles and responsibilities of health care professionals and other adults in promoting personal health and wellness

HEALTH EDUCATION STANDARD 4

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships.

- Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.
 - ✓ Identifies different kinds of emotions.
 - ✓ Describes healthful ways to express emotions.
 - ✓ Describes how to show respect in relationships.
 - ✓ Describes ways to develop self-respect.
 - ✓ Identifies healthful ways to communicate.
 - ✓ Lists the actions of true friends.
 - ✓ Identifies the influence peers can have on character.
 - ✓ Describes healthful ways to make friends.
 - ✓ Lists actions to take when you feel left out.
 - ✓ Describes what to do when others try to harm you.
 - ✓ Lists table manners and reasons to practice each.
 - ✓ Demonstrates ways to communicate care, consideration and respect of self and others, including those with disabilities.
 - ✓ Demonstrates healthy ways to express needs, wants and feelings.
 - ✓ Demonstrates active listening skills.
 - ✓ Names pro-social communication skills, e.g., making introductions, asking to join in, saying ‘please’ and ‘thank you’, apologizing, agree to disagree) to build and maintain relationships

- Use refusal skills that avoid or reduce health risks
 - ✓ Lists reasons to say “no” to drinking alcohol.
 - ✓ Lists reasons to say “no” to tobacco use.
 - ✓ Lists reasons to say “no” to drug abuse.
 - ✓ Demonstrates verbal and nonverbal refusal skills

- Use nonviolent strategies to manage or resolve conflict.
 - ✓ Explains when to use resistance skills.
 - ✓ Defines self-control.
 - ✓ List strategies to help you control angry feelings.
 - ✓ Describes ways to stay away from fights.
 - ✓ Demonstrates steps to resolve conflict.
 - ✓ Describes effective negotiation skills to manage or resolve conflict.

- ✓ Differentiates between negative (arguing, fighting) and positive (compromise, steer clear, apologize, agree to disagree) behaviors used in conflict situations.
- ✓ Develops a class plan to prevent bullying in the school and community.
- Discuss how to ask for assistance to enhance the health and safety of self and others.
 - ✓ Explain reasons for being close to family members.
 - ✓ Describes ways a family influences health.
 - ✓ Describes ways that family members help one another.
 - ✓ Lists adults who can help with mediation of a conflict.
 - ✓ Identifies when it is necessary for an adult to intervene.
 - ✓ Practices what to say when calling 911 or other emergency numbers.
 - ✓ Reports bullying to school personnel.

HEALTH EDUCATION STANDARD 5

Demonstrate the ability to use decision making skills to enhance health.

Rationale: Decision making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy, safe and informed decisions.

- Identify health-related situations that might require thoughtful decisions.
 - ✓ Discusses options of what to do in potentially dangerous situations.
 - ✓ Demonstrates everyday decisions that contribute to being a good friend.
- Analyze when assistance is needed in making safety and health-related decisions.
 - ✓ Identifies situations in which a counselor may be needed.
 - ✓ Discusses options for seeking assistance when being bullied or observe bullying.
- Compare and contrast healthy options to safety and health-related issues or problems.
 - ✓ Lists positive alternatives to resolving a conflict.
 - ✓ Develops a plan to participate in heart-healthy physical activities after school.
- Predict the potential outcomes of options when making safety and health-related decisions.
 - ✓ Describes possible consequences of health-related decisions, e.g., swimming/hiking alone.
 - ✓ Describes the impact chronic diseases might have on health and wellbeing.
 - ✓ Describes the difference between a responsible decisions and a wrong decision.
 - ✓ Identify factors that influence decisions

- Describe the outcomes of safety and health-related decisions.
 - ✓ Creates a list of possible consequences if rules are not followed in various situations.
 - ✓ Analyze reasons for seeking parent permission before engaging in unsupervised physical activity.
 - ✓ Describes personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress management.
 - ✓ Creates a list of positive and negative outcomes related to various health-related decisions

HEALTH EDUCATION STANDARD 6

Demonstrate the ability to use goal-setting skills to enhance health.

Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals.

- Set a personal health goal and track progress toward its achievement
 - ✓ Sets a health goal showing the six parts of good character.
 - ✓ Role-plays situations showing good character.
 - ✓ Sets personal health goals and records progress toward achievement.
 - ✓ Sets a goal for nutritional meals, including eating a healthful breakfast.
 - ✓ Makes a health behavior contract to rest when tired.
 - ✓ Sets a health goal that reduces the risk of heart disease, e.g., getting plenty of exercise.
 - ✓ Sets a health goal that reduces the risk of cancers such as skin, lung, colon.
 - ✓ Describes ways to reduce the risk of Type 2 diabetes.
 - ✓ Sets a health goal to wear a seat belt.
 - ✓ Lists reasons to stay away from gangs.
 - ✓ Names ways to avoid gangs.
 - ✓ Develops a personal health goal and identifies ways to monitor its progress, e.g., pedometer use.
 - ✓ Discovers personal health behaviors and sets a goal for changing behavior.

- Identify resources to assist in achieving a personal health goal.
 - ✓ Describes ways a friend can help you in goal-setting health behaviors.
 - ✓ Describes ways you learn best.
 - ✓ Set a health goal to help a friend who has difficulty learning.
 - ✓ Explains how to use the Dietary Guidelines to plan healthful meals.
 - ✓ Describes responsible ways to spend money on health.

- ✓ Describes responsible ways to spend time on health.
- ✓ Discusses resources needed to help achieve a personal health goal, e.g., individuals to contact for a neighborhood clean-up project.
- ✓ Uses a fitness log, portfolio, or journal to record physical activity

HEALTH EDUCATION STANDARD 7

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

- Explain benefits of healthy behaviors toward self and others.
 - ✓ Practices beneficial health behaviors, e.g., first aid for minor injuries.
 - ✓ Gives examples of different types of abuse, e.g., verbal, emotional, sexual and substance abuse.
 - ✓ Describes a healthful personality.
 - ✓ Explains how to use self-statements to remind yourself to act in responsible ways.
 - ✓ Describes ways to have a healthful self-concept.
 - ✓ Lists habits to practice for healthful growth and aging.
 - ✓ Makes a health plan to protect the brain from injury.
 - ✓ Discusses nutrients found in foods in MyPlate.
 - ✓ Lists the recommended daily amounts of food from MyPlate.
 - ✓ Lists ways to follow the Dietary Guidelines.
 - ✓ Discuss ways to compare meals at fast-food restaurants.
 - ✓ Explains ways to prevent food-borne illness.
 - ✓ Lists table manners and reasons to practice each.
 - ✓ Explains how to balance food intake with physical activity.
 - ✓ Identifies ways to maintain a healthful weight

- Practice responsible personal health behaviors.
 - ✓ Explains how to choose grooming products.
 - ✓ Explains ways to care for skin, hair and nails.
 - ✓ Lists kinds of pathogens that cause disease.
 - ✓ Names ways that pathogens enter the body.
 - ✓ Describes habits that keep germs from spreading.
 - ✓ Explains how the body's defenses (immune system) work.

- Use a variety of healthy practices and behaviors to maintain or improve personal health.

- ✓ Demonstrates a healthy behavior to improve personal health and wellness; e.g., adheres to a healthy sleep routine.
 - ✓ Explains healthful ways to manage stress on a daily basis.
 - ✓ Describes appropriate responses when dealing with harassment, bullying, intimidation and abuse.
 - ✓ Identifies life skills to improve health and wellness.
 - ✓ Describes how the body responds to stress.
 - ✓ Explains the health benefits of a positive attitude.
 - ✓ Describes friends or heroes who have good character.
 - ✓ Explain how family members can adjust to changes.
 - ✓ Describes ways to adjust if parents separate or divorce.
 - ✓ Describes changes that occur as a family grows.
 - ✓ Describes the structure and function of teeth.
 - ✓ Lists ways to care for teeth and gums.
 - ✓ Describes the physical, mental, and social benefits of physical activity.
 - ✓ Explains why you need each of the five kinds of physical fitness.
 - ✓ Identifies fitness skills used when playing sports and games.
 - ✓ Lists tests that measure fitness.
 - ✓ Identifies seven exercises used in a fitness test.
 - ✓ Describes the difference between aerobic and anaerobic exercise.
 - ✓ Identifies lifetime sports that can be enjoyed now.
 - ✓ Makes a physical fitness plan.
 - ✓ Describes ways sleep affects performance.
- Use a variety of behaviors to avoid or reduce health risks
 - ✓ Practices techniques to reduce stress.
 - ✓ Plans a menu based on MyPlate guidelines.
 - ✓ Wears special equipment per the needs of the sport, e.g., bicycling/helmet.
 - ✓ Explains how attitude affects stress.
 - ✓ Describes harmful effects of caffeine, alcohol and tobacco.
 - ✓ Gives examples of foods and drinks that contain caffeine.
 - ✓ Identifies ways to prevent boredom.
 - ✓ Lists the healthful and harmful effects of social media.
 - ✓ Discuss habits that: -keep bones strong. -keep muscles strong and flexible. -improve digestion and circulation. -make it easy to breathe. -protect the brain and spinal cord. -protect the skin.
 - ✓ Describes ways to take care of eyes.
 - ✓ Describes ways to take care of ears.
 - ✓ Describes ways to protect teeth from injury.
 - ✓ Describes ways that alcohol harms physical health, mental and emotional health, and family and social health.
 - ✓ Discusses ways tobacco use harms health.

- ✓ Explains ways secondhand smoke harms health.
- ✓ Describes ways marijuana harms health.
- ✓ Identifies ways that the misuse of stimulants and depressants harms health.
- ✓ Explains why it is harmful to abuse inhalants and steroids.
- ✓ Defines heart disease.
- ✓ Explains what causes a heart attack.
- ✓ Lists ways to reduce the risk of heart disease and premature heart attack.
- ✓ Lists ways to reduce the risk of cancer.
- ✓ Describes ways to control diabetes.
- ✓ Lists ways to reduce the risk of diabetes.
- ✓ Lists safety rules to follow to prevent falls.
- ✓ Lists safety rules to follow in case of fire
- ✓ Describes the elements of a family fire escape plan.
- ✓ Lists ways to prevent poisoning.
- ✓ Lists safety rules to follow for walking, biking, riding a scooter, and swimming.
- ✓ Explains how personal flotation devices and HELP and huddle methods prevent drowning.
- ✓ Identifies the meaning of different safety signs.
- ✓ Lists safety rules for riding in a car or bus.
- ✓ Lists ways to stay safe in cold and hot weather, earthquakes, thunderstorms, tornadoes, floods and tsunamis.
- ✓ Lists ways to stay safe from strangers when home alone.
- ✓ Lists ways to stay safe at school, in the community and on the Internet.
- ✓ Describes what to do if you get an unsafe touch.
- ✓ Lists safety rules to protect yourself from violence.
- ✓ Lists ways to recover if you are a victim of violence.
- ✓ Lists safety rules your school has about guns and other weapons.
- ✓ Names safety rules to follow when finding a gun or someone around you has a gun.

HEALTH EDUCATION STANDARD 8

Demonstrate the ability to advocate for personal, family, and community health.

Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

- Express opinions and give accurate information about health issues.
 - ✓ Provide valid health information about a health issue.
 - ✓ Explains why a health record is kept.
 - ✓ Works with a parent or guardian to compile a personal health record.
 - ✓ Names ways health helpers in the school or community help.

- ✓ Lists health careers that benefit the community.
 - ✓ Explains ways pollution harms the environment.
 - ✓ Describes a healthful environment.
 - ✓ Identifies kinds of land, air and water pollution.
 - ✓ Discusses kinds of noise pollution.
 - ✓ Discusses first aid for cuts, nosebleeds, bee stings and sunburn.
 - ✓ Explains how to follow universal precautions.
 - ✓ Describes first aid for sprains, burns and choking.
 - ✓ Lists places where health helpers work in the community.
 - ✓ Explains how noise pollution can affect your health.
 - ✓ Describes ways to save water.
 - ✓ Lists ways to reduce, recycle and reuse.
 - ✓ Describes ways to save energy.
 - ✓ Identifies ways to keep the school and community environment friendly.
 - ✓ Demonstrates how to make an emergency phone call.
- Practice and rationalize reasons for positive health choices.
 - ✓ Help others make positive choices.
 - ✓ Shows how to protect the environment.
 - ✓ Names ways to be friendly.
 - ✓ Names ways to be a good neighbor.
 - ✓ Lists steps to encourage others to take responsibility for their health.
 - ✓ Discusses ways to help family members be healthy.
 - ✓ Identifies safety rules for sports and games.
 - ✓ Explains how to be a good sport and a good teammate.
 - ✓ Names protective factors that help in saying “no” to abusing drugs.
 - ✓ Discusses ways to show support for people who have a chronic disease.
 - ✓ Lists ways people volunteer.
 - ✓ Encourages friends to protect the school environment.
 - ✓ Lists ways to keep noise at a safe level to help others.
- Evaluate various health messages and communication techniques
 - ✓ Discusses how health messages are communicated.

Standards for Physical Education- Grade 4

http://montanateach.org/wp-content/uploads/2016/11/HE_ModelCurriculumGuide-accessible-18.pdf

Elementary School Physical Education Outcomes

By the end of grade 5, the learner will

- Exhibit competency in fundamental motor skills and selected combinations of skills
- Combine locomotor skills in cultural as well as creative dances (self and group), including those of traditional and contemporary American Indian

cultures, with correct rhythm and pattern

- Use basic movement concepts in dance, gymnastics and small-sided practice tasks;
- Identify basic health-related fitness concepts;
- Exhibit acceptance of self and others in physical activities; and
- Identify the benefits of a physically active lifestyle.

STANDARD 1

Demonstrate competency in a variety of motor skills and movement patterns.

Benchmark	Grade 4 Expectation
Locomotor Hopping, galloping, running, sliding, skipping, leaping	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experience.
Locomotor Jogging, running	Runs for distance using a mature pattern.
Locomotor Dance	Combines locomotor movement patterns and dance steps to create and perform an original dance.
Locomotor Combinations	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks.
Non-Locomotor (Stability) Balance	Balances on different bases of support on apparatus, demonstrating levels and shapes.
Non-Locomotor (Stability) Weight Transfer	Transfers weight from feet to hands varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).
Non-Locomotor (Stability) Weight transfer, rolling	N/A
Non-Locomotor (Stability) Curling & Stretching, Twisting & bending	Moves into and out of balances on apparatus with curling, twisting and stretching actions.
Non-Locomotor Combinations	Combines locomotor and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.
Non-Locomotor Balance and weight transfers	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment/apparatus.
Manipulative Underhand Throw	N/A
Manipulative Overarm throw	Throws overarm using a mature pattern in non-dynamic environments. Throws overarm to a partner or at a target with accuracy at a reasonable distance.

Benchmark	Grade 4 Expectation
Manipulative Passing with hands	Throws to a moving partner with reasonable accuracy in a non-dynamic environment.
Manipulative Catching	Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment.
Manipulative Dribbling/ball control with hands	Dribbles in self space with both the preferred and the non-preferred hand using a mature pattern. Dribbles in general space with control of ball and body while increasing and decreasing speed.
Manipulative Dribbling/ball control with feet	Dribbles with the foot in general space with control of ball and body while increasing and decreasing speed.
Manipulative Passing and receiving with feet	Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment. Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.
Manipulative Dribbling in combination	Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting).
Manipulative Kicking	Kicks along the ground and in the air, and punts using mature patterns.
Manipulative Volley, underhand	Underhand volleys, using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball).
Manipulative, Volley, overhead	Strikes/volleys with a two-hand overhead pattern, sending a ball upward while demonstrating four of the five critical elements of a mature pattern.
Manipulative Striking, short implement	Strikes an object with a short-handled implement while demonstrating a mature pattern. Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.
Manipulative Striking, long implement	Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket), while

Benchmark	Grade 4 Expectation
	demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).
Manipulative in combination with locomotor	Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice task environments.
Manipulative Jumping Rope	Creates a jump-rope routine with either a short or long rope.
Movement Concepts Dance	Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.
Movement Concepts Space	<p>Applies the concept of open spaces to combination skills involving traveling, e.g., dribbling and traveling).</p> <p>Applies the concept of closing spaces in small-sided practice tasks.</p> <p>Dribbles in general space with changes in direction and speed.</p>
Movement Concepts Pathways, shapes, levels	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.

STANDARD 2

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmark	Grade 4 Expectation
Movement Concepts Speed, direction, force	<p>Applies the movement concepts of speed, endurance and pacing for running.</p> <p>Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.</p>
Movement Concepts Alignment and muscle tension	N/A

Benchmark	Grade 4 Expectation
Movement Concepts Strategies and Tactics	<p>Applies simple offensive strategies/tactics in chasing and fleeing activities.</p> <p>Applies simple defensive strategies/tactics in chasing and fleeing activities.</p> <p>Recognizes the type of kicks needed for different games/sports situations.</p>

STANDARD 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmark	Grade 4 Expectation
Physical activity knowledge	Analyzes opportunities for participating in physical activity outside health enhancement class.
Engages in physical activity	Actively engages in the activities of health enhancement class, both teacher-directed and independent.
Fitness knowledge	<p>Identifies the components of health related fitness.</p> <p>Engages in warm-up and cool-down activities relative to the cardio-respiratory fitness assessment.</p>
Assessment and program planning	<p>Completes fitness assessments (pre-and – post).</p> <p>Analyzes areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.</p>
Nutrition	Discusses the importance of hydration and hydration choices relative to physical activities.

STANDARD 4

Exhibit responsible personal and social behavior that respects self and others.

Benchmark	Grade 4 Expectation
Personal responsibility	Demonstrates responsible behavior in independent group situations. Reflects on personal social behavior in physical activity.
Accepting feedback	Listens respectfully to corrective feedback from others (e.g., peers, adults)
Working with others	Recognizes and supports individual differences in movement performance at all skill levels. Accepts “players” of all skill levels into the physical activity.
Respecting others	Describes ways to accept other’s ideas, cultural diversity and body types during games and physical activity.
Rules and etiquette	Uses etiquette and adherence to rules in a variety of physical activities.
Safety	Works safely with peers and equipment in physical activity settings.

STANDARD 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark	Grade 4 Expectation
Health	Examines the health benefits of participating in physical activity.
Challenge	Rates the enjoyment of participating in challenging and mastered physical activities.
Self-expression/ Enjoyment	Ranks the enjoyment of participating in different physical activities
Social interaction	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities

TIMELINE AND LENGTH OF EACH UNIT

Unit 1 Soccer/Fitness	3 weeks
Unit 2 Basketball/Fitness	3 weeks
Unit 3 Floor Hockey/Fitness	3 weeks

Unit 4 Fitness Testing	2 weeks
Unit 5 Volley Ball/Fitness	3 weeks
Unit 6 Wiffle Ball Softball/Fitness	3 weeks
Unit 7 Parachute/Fitness	3 weeks
Unit 8 Scooters/Fitness	3 weeks
Unit 9 Health Highlights	TBD
Unit 10 Jump Rope for Heart/Fitness	3 weeks
Unit 11 Frisbee/Fitness	3 weeks to cover
Unit 12 Fitness Testing	2 weeks to cover
Unit 13 Football/ Fitness	3 weeks to cover
Unit 14 Track Unit	2 weeks to cover

MONTANA CONTENT STANDARDS

The State of Montana Health Enhancement Content Standards are available at :
http://montanateach.org/wp-content/uploads/2016/11/16HEStandards_byGrade-2018accessible.pdf

SERVING STUDENTS WITH SPECIAL NEEDS

Adapted Physical Education (ADPE, APE): Adapted physical education is special education. It is a diversified program of developmental or remedial activities designed to enhance the gross motor abilities of students who have substantial medical, orthopedic, and/or neurological conditions that preclude the student from participating in the regular health enhancement/physical education program. Activities are generally adapted to meet the specific needs of the student and to allow him/her to participate as much as possible in the curriculum based on the student's IEP. The APE is to be implemented by a Physical Education Teacher, or a Special Education Teacher, but not by a physical therapist.

RE: Physical Education Standard 1: Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.

RESOURCES

Montana Office of Public Instruction www.opi.mt.gov

Adapted from NASPE. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27-30.

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NASPE. (2012). Instructional framework for fitness education in physical education [Guidance Document]. Reston, VA: Author. (p.14).

OPI guidance found in the OT/PT guide