

COURSE INFORMATION

Grade Level:	Grade 6 Health Enhancement
Length:	Semester
Period(s) Per Day:	5 Times per week, 46 minutes/period

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*)

HPE at HMS is a well-developed health and physical education course that teaches young students the importance and benefits of a healthy active lifestyle. Teaching students how to develop skills to live a healthy life, make healthy living choices, and make a difference for themselves, their families, and their community through modeling a healthy way of life. 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, effort, participation, and improvement through testing.

COURSE AND STUDENT OBJECTIVES

The health education content standards for sixth through eighth grade are that each student will:

1. Discuss the relationship between healthy behaviors and personal health;
2. Describe the benefits of and barriers to practicing healthy behaviors;
3. Analyze behaviors that promote health enhancing strategies for issues such as substance abuse prevention, nutrition, sexual activity, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures;
4. Analyze the potential consequences of engaging in risky behaviors;
5. Identify characteristics of physical, mental, emotional, family, and social health, including traditional and contemporary strategies from American Indian cultures;

6. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases;
7. Discuss ways environmental factors affect health;
8. Analyze ways in which safe and healthy school and community environments can promote personal health;
9. Describe ways to reduce or prevent injuries and other adolescent health problems;
10. Explain how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits;
11. Define human body systems, their function and their interrelationship with one another;
12. Identify basic structures and functions of the male and female reproductive health systems;
13. Explain how family and culture influence the health of adolescents;
14. Explain how the perception of societal norms influence healthy and unhealthy behaviors;
15. Explain the influence of personal values and beliefs on individual health practices and behaviors;
16. Describe how peers influence healthy and unhealthy behaviors;
17. Explain how the school, tribe, and community can affect personal health practices and behaviors;
18. Explain how messages from media influence health behaviors;
19. Explain the influence of technology on personal and family health;
20. Compare and contrast how school, public, and tribal health policies can influence health promotion and disease prevention;
21. Analyze the validity of health information, products, and services;
22. Access valid health information from home, school, tribe, and community;
23. Determine the accessibility of products that enhance health;
24. Describe situations that may require professional health services;
25. Apply effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices;
26. Use refusal and negotiation skills that avoid or reduce health risks;
27. Use effective conflict management or resolution strategies;
28. Discuss how to ask for assistance to enhance the health and safety of self and others;

29. Identify circumstances that can help or hinder safe and healthy decision making;
30. Determine when safety and health-related situations require the application of a thoughtful decision-making process;
31. Determine when individual or collaborative decision making is appropriate;
32. Distinguish between safe, healthy, and unhealthy alternatives to health-related issues or problems;
33. Predict the potential short-term and long-term impact of health and safety-related options on self and others;
34. Analyze the outcomes of safety and health-related decisions;
35. Develop a goal to adopt, maintain, or improve personal health practices;
36. Assess personal health practices;
37. Apply strategies and skills needed to attain a personal health goal;
38. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities;
39. Analyze healthy practices and behaviors that will maintain or improve the health of self and others;
40. Explain the importance of assuming responsibility for personal health behaviors;
41. Describe behaviors to avoid or reduce health risks to self and others;
42. State a health-enhancing position on a topic and support it with accurate information;
43. Describe how to influence and support others to make positive health choices; work cooperatively to advocate for healthy individuals, families, tribes, and schools; and
44. Identify ways in which health-related messages and communication techniques can be altered for different audiences.

The [physical education](#) content standards for sixth through eighth grade are that each student will:

1. Perform with mature form, locomotor, non-locomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.
2. Identify correct rhythm and pattern for a difference dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures;

3. Research the history and origin of various games, sports, and dance, including those of traditional and contemporary American Indian cultures;
4. Use tactics to create open space and close space during small-side play by combining locomotor movements;
5. Describe and apply a variety of movement concepts;
6. Describe the relationship between poor nutrition and health risk factors;
7. Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health;
8. Identify forms of technology and social media that support a healthy, active lifestyle;
9. Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class;
10. Plan and implement a program to enhance personal fitness;
11. Compare and contrast health-related fitness components;
12. Describe the role of stretching and flexibility in injury prevention;
13. Explain how body systems interact with one another during physical activity;
14. Accept responsibility for improving one's own levels of physical activity and fitness;
15. Explain practices that promote responsible behavior of self and others in a variety of physical activities;
16. Provide encouragement and feedback to peers without prompting from teacher;
17. Apply rules and etiquette by acting as an official during modified games, dance and rhythm;
18. Cooperate with classmates on problem-solving initiatives during adventure activities, large group initiatives, and game play;
19. Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts;
20. Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects;
21. Identify safety concerns and use physical activity and fitness equipment appropriately;
22. Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health;
23. Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge;

24. Compare and contrast various physical activities for their social benefit.

CONTENT PACING

All are 3 week units- Example: soccer

1st week- skill development- passing, receiving, goal tending

2nd week- continue skill development, lead in games- number soccer, goalkeeper soccer

3rd week- refine skills, 3 goal soccer, crazy soccer, soccer game

- All units follow weekly outline

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 6

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.

- Discuss the relationship between healthy behaviors and personal health.
 - ✓ Discusses ways to prevent food-borne illnesses.
 - ✓ Discusses the cause, symptoms, prevention, and treatment of the common cold, influenza, mononucleosis, hepatitis, strep throat, Lyme disease, anthrax, and West Nile virus.

- ✓ Compares how healthy behaviors and risk practices impact personal health, e.g., stress/personal health, cultural food practices/health.
- ✓ Describes a healthy balance of stress, sleep, exercise, nutrition, recreation and school.
- ✓ Describes how the female and male body changes during adolescence.
- ✓ Identifies personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, and stress management.
- Describe the benefits of, and barriers to, practicing healthy behaviors.
 - ✓ Identifies the benefits of practicing healthy behaviors, e.g., describes the benefits of only using household products for their intended purpose.
 - ✓ Determines what changes are needed in daily routines to improve or maintain personal health.
- Analyze behaviors that promote health enhancing strategies for issues such as substance abuse prevention, nutrition, sexual activity, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.
 - ✓ Identifies risks associated with teen pregnancy and parenthood.
 - ✓ Describes unhealthy behaviors and their consequences, e.g., alcohol use, drug use, tobacco use, violence, poor nutrition and lack of exercise.
- Analyze the potential consequences of engaging in risky behaviors.
 - ✓ Identifies risks associated with teen pregnancy and parenthood.
 - ✓ Describes unhealthy behaviors and their consequences, e.g., alcohol use, drug use, tobacco use, violence, poor nutrition and lack of exercise,
- Identify characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.
 - ✓ Discusses what it means to be a self-directed learner in gaining health knowledge.
 - ✓ Discusses chronic health conditions and ways to manage them.
 - ✓ Identifies the interrelationships of emotional and social health in adolescents, e.g., identifying positive relationships.
 - ✓ Describes changes in feelings during adolescence.
- Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.
 - ✓ Uses universal precautions.
- Discuss ways environmental factors affect health.
 - ✓ Discusses what happens when a person has an allergic reaction.
 - ✓ Discusses ways a person can manage asthma and reduce the risk of an asthma attack.
 - ✓ Identifies healthy and unhealthy relationships and their effect on health and wellness.

- ✓ Examines how environmental dangers impact personal health and wellness.
- Analyze ways in which safe and healthy school and community environments can promote personal health.
 - ✓ Identifies policies or practices in the school or community that promote health-enhancing behaviors.
- Describe ways to reduce or prevent injuries and other adolescent health problems.
 - ✓ Identifies ways to reduce or prevent injuries.
 - ✓ Identifies benefits of abstinence from sexual behaviors and other risky behaviors such as tobacco, drug and alcohol use.
 - ✓ Identifies appropriate health care that can prevent premature death and disability.
- Explain how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits.
 - ✓ Describes the benefits of regular dental visits on oral health.
 - ✓ Gives examples of healthcare products and good personal hygiene practices that promote personal health for adolescents.
 - ✓ Discusses why health care is important during pregnancy.
 - ✓ Learns about pregnancy and childbirth.
 - ✓ Explains how a fertilized egg is formed and nourished.
- Define human body systems, their function and their interrelationship with one another.
 - ✓ Describes how the female and male body changes during adolescence.
- Identify basic structures and functions of the male and female reproductive health systems.
 - ✓ Identifies basic structures and functions of the female and male reproductive systems.

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.

- Explain how family and culture influence the health of adolescents.
 - ✓ Discusses how often students eat at fast food establishments on a weekly basis.

- ✓ Describes a list of family guidelines and rules in the home that enhance health.
 - ✓ Describes ways that family habits influence health choices.
 - ✓ Researches health beliefs and practices in different countries and time periods.
- Explain how the perception of societal norms influence healthy and unhealthy behaviors.
 - ✓ Discusses expectations for healthy behaviors from different cultures.
 - ✓ Discusses ways you can recognize eating disorders.
 - ✓ Discuss treatments for eating disorders.
 - ✓ Identifies examples of norms that impact healthy behaviors (e.g., using safety belts, eating heart healthy foods, drinking an adequate amount of water each day).
- Explain the influence of personal values and beliefs on individual health practices and behaviors.
 - ✓ Describes a personal value in a home that can impact personal health.
 - ✓ Identifies personal health-related values and explain how they influence personal health choices.
- Describe how peers influence healthy and unhealthy behaviors.
 - ✓ Gives a description of an activity other peers are involved in that could increase personal physical activity levels.
 - ✓ Explains the influence of a helpful bystander's actions in a bullying situation.
- Explain how the school, tribe, and community can affect personal health practices and behaviors.
 - ✓ Identifies service activities being offered in the school and community.
 - ✓ Names programs offered at local businesses that help improve personal health.
- Explain how messages from media influence health behaviors.
 - ✓ Discusses what it means to be media literate.
 - ✓ Discusses messages in advertising that are intended to influence teens.
 - ✓ Discusses the purposes of food ads.
 - ✓ Examines print media advertisements for fast food restaurants and interprets hidden messages.
 - ✓ Gives examples of current media messages and determines how the messages influence alcohol, tobacco, and other drug use.
 - ✓ Analyzes the influence of tobacco ads.
 - ✓ Analyze beer ads for messages that include faulty thinking.
 - ✓ Analyzes the influence of peer pressure and TV on body image.
 - ✓ Identifies health products for grooming.
 - ✓ Analyzes the claims made for grooming products.
 - ✓ Analyzes the influence of a TV program.

- Explain the influence of technology on person and family health.
 - ✓ Lists kinds of technology found in the home.
 - ✓ Describes how common types of technology (e.g., Internet, TV and radio) provide sources of health-related disease information for families to reduce health risks.
- Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
 - ✓ Identifies how health choices influence unhealthy behaviors (e.g., health risks associated with eating an excessive amount of calories).
 - ✓ Gives examples of how alcohol can increase the likelihood of other health risk behaviors.
- Compare and contrast (Explain) how school, public and tribal health policies can influence health promotion and disease (prevention).
 - ✓ Researches and discusses how many minutes per week different age groups of students should spend in a physical education class or engaged in physical activity.
 - ✓ Describes the changes in the lunch menu as a result of implementing a School Wellness Policy.

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.

- Analyze the validity of health information, products, and services.
 - ✓ Identifies steps to follow to comprehend health knowledge.
 - ✓ Explains how to read a food label.
 - ✓ Explains how to compare nutritional value and the unit price of foods.
 - ✓ Locate warnings on the label of an OTC drug.
 - ✓ Researches and analyzes the validity of sources of information.
 - ✓ Identifies local resources for reliable health information
- Access valid health information from home, school, tribe, and community.
 - ✓ Identifies smoking cessation programs in the community.
 - ✓ Explains why you should keep a personal health record.
 - ✓ Lists sources of valid health information.
 - ✓ Describes ways to stay safe when you access health information online.
 - ✓ Identifies environmental issues.

- ✓ Researches the benefits of several different healthy eating plans.
 - ✓ Examines the purpose and responsibilities of the local school wellness council.
 - ✓ Uses steps to access valid health information on an assigned health topic to write a report.
 - ✓ Explains what happens during a regular physical examination.
 - ✓ Explains causes and treatment of hearing loss.
 - ✓ Discusses vision problems and their correction.
 - ✓ Researches and summarizes several effective methods to change an unhealthy behavior.
 - ✓ Creates a guide for locating health care services
- Determine the accessibility of products that enhance health.
 - ✓ Identifies health products for grooming.
 - ✓ Describes guidelines for using prescription and OTC drugs.
 - ✓ Discusses how to access health care and how the costs of health care are paid.
 - ✓ Describes ways to access information about health careers.
 - ✓ Discusses the various health-enhancing products that can be found at a local drug store.
 - Describe situations that may require professional health services.
 - ✓ Identifies people and places that can help with family relationships.
 - ✓ Explains how cavities and periodontal disease develop.
 - ✓ Discusses how to recognize and get help for someone who abuses alcohol or other drugs.
 - ✓ Lists people and places that can help someone who has been harmed by violence.
 - ✓ Demonstrate how to make an emergency phone call

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.

- Apply effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.
 - ✓ Describes factors that influence personality.

- ✓ Describes ways to demonstrate traits of good character.
 - ✓ Describes healthful ways to express emotions.
 - ✓ Describes the four levels of verbal communication.
 - ✓ Describes how to use nonverbal communication.
 - ✓ Explains how to be an effective listener.
 - ✓ Demonstrates how to use I-messages to express feelings.
 - ✓ Tells how family members communicate in healthful ways.
 - ✓ Discusses meeting friends through social networking including safety and privacy issues.
 - ✓ Describes how to maintain friendships.
 - ✓ Discusses why you should choose friends who make responsible decisions.
 - ✓ Discusses when and how to end a friendship.
 - ✓ Names feelings surrounding dying and death.
 - ✓ Demonstrates ways to communicate care, consideration and respect of self and others.
 - ✓ Demonstrates healthy ways to express needs, wants, and feelings.
- Use refusal and negotiation skills that avoid or reduce health risks.
 - ✓ Explains what happens when you ask a trusted adult to help with mediation.
 - ✓ Discusses how to resist negative peer pressure.
 - ✓ Explains why abstinence from risk behaviors is expected.
 - ✓ Demonstrates how to use refusal skills to maintain a drug-free lifestyle.
 - ✓ Demonstrates how to use refusal skills if pressured to misuse or abuse drugs.
 - ✓ Demonstrates how to use refusal skills to prevent HIV infection.
 - ✓ Role-plays ways to handle conflict without name-calling or fighting.
- Use effective conflict management or resolution strategies.
 - ✓ Contrasts the effects of healthful and harmful relationships.
 - ✓ Discusses steps to improve or end a harmful relationship.
- Discuss (Demonstrate) how to ask for assistance to enhance the health and safety of self and others.
 - ✓ Discusses ways to cope with difficult family relationships, including abuse and violence.
 - ✓ Discusses reasons to respect authority and obey laws.
 - ✓ Identifies who and how to ask for help when being bullied, including cyberbullying.

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 circumstances that can help or hinder safe and healthy decision making.
 - ✓ Predicts how decisions specific to health behavior have consequences for self and others, e.g.:
 - Lists reasons one may choose to be sedentary.
 - Analyzes reasons why teens may choose to use tobacco.
- Determine when safety and health-related situations require the application of a thoughtful decision-making process.
 - ✓ Analyzes how health-related decisions are influenced by the attitudes and values of individuals, families, and the community, e.g.:
 - Determines when it is necessary to ask for assistance when making a health choice.
 - Analyzes which after school activities to participate in on a regular basis.
 - ✓ Demonstrates decision making skills that value healthy choices, e.g.:
 - Identifies healthy exercise choices when planning a physical activity program.
 - Examines a restaurant menu and decides which choices are healthiest.
- Determine (Distinguish) when individual or collaborative decision making is appropriate.
 - ✓ Applies individual and collaborative problem solving processes to health issues, e.g.:
 - Determines when to seek help if faced with peer pressure from a friend.
 - Decides when actions should be taken when an unsafe situation occurs at school
- Distinguish between safe, healthy and unhealthy alternatives to health-related issues or problems.
 - ✓ Explains a personal health plan that addresses needs, strengths, and risks, e.g.:
 - Describes healthy ways to express anger and frustration.
 - Describes various options when approached by peers to use tobacco, alcohol or other drugs.
- Predict the potential short-term and long-term impact of health and safety-related options on self and others.

- ✓ Describes personal factors that influence an individual's health goals, e.g.:
 - Lists the consequences of skipping meals.
 - Examines the consequences of tobacco use on personal, family, and community health.
- Analyze the outcomes of safety and health-related decisions.
 - ✓ Analyzes potential consequences of harmful and healthy behaviors, e.g.:
 - Analyzes the benefits of avoiding risky health behaviors.
 - Analyzes the negative consequences of unhealthy friendships.

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.

- Assess personal health practices.
 - ✓ Identifies the three parts of health.
 - ✓ Identifies the four kinds of health literacy (critical thinking and problem solving, responsible and productive citizenship, self-directed learning, and effective communication).
 - ✓ Describes factors that influence personality.
 - ✓ Practices behaviors that promote a healthy mind.
 - ✓ Lists the causes and signs of stress.
 - ✓ Describes healthful ways of dealing with depression and grief.
 - ✓ Summarizes changes that occur throughout each stage in the life cycle.
 - ✓ Describes ways to care for the body during puberty.
 - ✓ Discusses the emotional, intellectual, and social changes that occur during adolescence.
 - ✓ Contrasts healthful and harmful eating habits.
- Develop a goal to adopt, maintain, or improve personal health practices.
 - ✓ Discusses the six fitness skills (i.e., agility, balance, coordination, reaction time, speed, power).
 - ✓ Describes resources to consider when making a physical fitness plan.
 - ✓ Identifies reasons for a drug-free lifestyle.
- Apply strategies and skills needed to attain a personal health goal.
 - ✓ Explains the importance of setting limits and sticking to them.
 - ✓ Explains how commitments are handled in relationships.
 - ✓ Identifies reasons why teen marriage and parenthood are risky.
 - ✓ Discusses ways regular physical activity benefits the three areas of health.

- ✓ Discusses how alcohol and other drug abuse affects the individual, families, and society.
 - ✓ Explains how a drug-free lifestyle, including alcohol, reduces the risk of HIV, STDs, and unintended pregnancy.
 - ✓ Discusses ways to choose behaviors that reduce the risk of infection with STDs, including HIV, and unintended pregnancy.
 - ✓ Discusses ways to choose behaviors that reduce the risk of cardiovascular disease.
 - ✓ Discusses ways to choose behaviors that reduce the risk of cancer.
 - ✓ Discusses ways to choose behaviors that reduce sugar consumption and risk of diabetes.
 - ✓ Discusses how to make time and money management plans.
 - ✓ Explains ways to recognize shopping and entertainment addiction.
 - ✓ Discusses guidelines for choosing healthful entertainment and using online and digital media.
 - ✓ Discusses ways to stay away from gangs.
 - ✓ Discusses reasons for not carrying a weapon.
 - ✓ Informs a responsible adult if someone at school has a weapon.
- Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
 - ✓ Defines a responsible decision.
 - ✓ Describes the benefits of making responsible decisions.
 - ✓ Explains how to take responsibility for wrong decisions.
 - ✓ Discusses ways to follow the Dietary Guidelines when eating out.

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.

- Analyze healthy practices and behaviors that will maintain or improve the health of self and others.
 - ✓ Identifies life skills to practice for health.
 - ✓ Identifies suicide prevention strategies.
 - ✓ Discusses ways families might change.
 - ✓ Identifies ways to adjust to family changes.
 - ✓ Lists reasons to practice abstinence.
 - ✓ Explains why some teens misuse or abuse drugs.

- ✓ Names protective factors and risk factors for drug use.
 - ✓ Discusses ways family members might respond to a family member who has alcoholism.
 - ✓ Identifies ways to reduce the risk of communicable diseases.
 - ✓ Identifies the causes, signs, symptoms, diagnosis, treatment, and complications of STDs.
 - ✓ Demonstrates how to use responsible decision making skills if pressured to be sexually active.
 - ✓ Discusses protective factors to reduce the risk of violence in the school and community.
 - ✓ Identifies Internet safety rules.
 - ✓ Explains the difference between a risk that is worth taking and one that is not.
- Explain the importance of assuming responsibility for personal health behaviors.
 - ✓ Discusses ways to take responsibility for health.
 - ✓ Discusses risk behaviors and healthful behaviors.
 - ✓ Explains how to resist negative peer pressure.
 - ✓ Explains how your body systems work together.
 - ✓ Discusses the functions of the body systems, including the reproductive system.
 - ✓ Discusses ways to care for the body systems.
 - ✓ Explains how people age.
 - ✓ Discusses causes of food allergies and intolerances.
 - ✓ Describes correct brushing of teeth and flossing.
 - ✓ Lists diet guidelines to follow to keep teeth and gums healthy.
 - ✓ Explains why braces, rubber bands, and a retainer might be worn.
 - ✓ Lists actions to include in a dental health plan.
 - ✓ Lists the benefits of being well groomed.
 - ✓ Describes ways to care for skin.
 - ✓ Describes ways to care for hair and nails.
 - ✓ Describes the benefits of rest and sleep
 - ✓ Discusses the need for the six nutrients.
 - ✓ Explains how to follow the Dietary Guidelines.
 - ✓ Lists the five food groups.
 - ✓ Discusses why you need the six nutrients.
 - ✓ Tells what nutrients are found in foods.
 - ✓ Discusses how to use MyPlate.
 - ✓ Makes healthy food choices, e.g., eating fewer salty foods at fast-food restaurants a habit.
 - ✓ Explains how to prevent and treat common injuries that occur during physical activities.

- ✓ Lists ways medicines promote health.
 - ✓ Explains why drug misuse and abuse are dangerous.
 - ✓ Describes the effects of tobacco use on the body and mind.
 - ✓ Discusses the stages of nicotine addiction.
 - ✓ Describes factors that affect blood alcohol concentration (BAC).
 - ✓ Discusses types of pathogens and ways they enter the body.
 - ✓ Explains how body defenses protect against pathogens.
 - ✓ Discusses the causes, signs, symptoms, diagnosis, treatment, and complications of STDs.
 - ✓ Demonstrates responsible decision making skills if pressured to be sexually active.
 - ✓ Describes how HIV destroys the immune system.
 - ✓ Discusses risk behaviors and risk situations for HIV infection.
 - ✓ Explains why a person can infect others with HIV before testing positive.
 - ✓ Discusses treatment for HIV infection and AIDS.
 - ✓ Discusses ways to reduce the risk of infection with HIV.
 - ✓ Lists causes, symptoms, and treatment of cardiovascular diseases.
 - ✓ Lists ways to prevent cardiovascular diseases.
 - ✓ Lists the warning signs of cancer, including skin cancer.
 - ✓ Discusses the symptoms, treatment, and prevention of diabetes.
 - ✓ Lists forms of violence.
 - ✓ Discusses responsible ways to manage anger.
 - ✓ Explains the difference between a risk that is worth taking and one that is not.
 - ✓ Describes ways to prevent falls, fires, electric shock, poisoning, and suffocation.
 - ✓ Discusses safety guidelines for riding in vehicles, on motorcycles, ATVs, in-line skates, walking, biking, skating, hiking, and swimming.
 - ✓ Describes ways to prevent injuries on the farm and from animal bites.
 - ✓ Lists ways to stay safe during storms.
 - ✓ Identifies ways to stay safe in hot and cold weather.
 - ✓ Lists ways to stay safe during natural disasters.
- Describe behaviors to avoid or reduce health risks to self and others.
 - ✓ Discusses cyberbullying as a cause of stress.
 - ✓ Explains why teen pregnancy and parenthood are risky.
 - ✓ Explains why smoking, smokeless tobacco, and secondhand smoke are harmful to health.
 - ✓ Discusses ways alcohol harms the body, the mind, and relationships.
 - ✓ Discusses laws relating to alcohol.
 - ✓ Discusses why people might harm themselves or others.
 - ✓ Lists warning signs that a person might be considering a suicide attempt.

- ✓ Explains how to recognize abusive relationships, such as cyberbullying.

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.

- State a health-enhancing position on a topic and support it with accurate information.
 - ✓ Discuss quackery.
 - ✓ Explain your rights as a consumer.
 - ✓ Explains why clean air is important.
 - ✓ Lists ways to keep the air clean.
 - ✓ Discusses ways water pollution might harm health.
 - ✓ Discusses the relationship between water quality and water pollution.
 - ✓ Lists ways to keep water clean and safe.
 - ✓ Describes ways noise pollution can affect health.
 - ✓ Lists ways to keep noise at a safe level.
 - ✓ Explains how to reduce and dispose of waste properly.
 - ✓ Discusses the contents of a first-aid kit.
 - ✓ Discusses how to follow universal precautions.
 - ✓ Discusses how to check a victim.
 - ✓ Discusses how and when to perform abdominal thrusts.
 - ✓ Explains how to give chest compressions.
 - ✓ Describes how to control bleeding and shock.
 - ✓ Describes how to give first aid for broken bones and sprains.
 - ✓ Explains how to recognize and treat first-, second-, and third-degree burns.
- Describe how to influence and support others to make positive health choices.
 - ✓ Discusses ways you can comfort someone who is grieving.
 - ✓ Explains how to be safe when watching or playing sports.
 - ✓ Advocates for behaviors that reduce the risk of cancer, e.g., skin cancer.
 - ✓ Describes reasons to choose a health career.
 - ✓ Describes how air pollution changes air quality.
 - ✓ Explains how a pleasant visual environment might affect health.
 - ✓ Assess ways that the social-emotional environment affects health.
 - ✓ Lists coping strategies for dealing with a negative social-emotional environment.
 - ✓ Explains ways to improve the social-emotional environment

- Work cooperatively to advocate for healthy individuals, families, tribes and schools.
 - ✓ Lists ways to help provide responsible care for infants and children.
 - ✓ Advocates for sportsmanship as either a spectator or participant in sports.
 - ✓ Explains ways government agencies protect consumers.
 - ✓ Describes ways to volunteer.

- Identify ways in which health-related messages and communication techniques can be altered for different audiences.
 - ✓ Lists places in your community and nation where people enjoy the outdoors.
 - ✓ Lists activities that people enjoy outdoors.
 - ✓ Explains ways to conserve energy, land, and other resources.
 - ✓ Lists agencies that help protect the environment.

Standards for Physical Education- Grades 6-8

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

Elementary School Physical Education Outcomes

By the end of grade 8, the learner will

- Apply tactics and strategies to modified game play,
- Demonstrate fundamental movement skills in a variety of contexts,
- Design and implement a health-enhancing fitness program,
- Participate in self-selected physical activity; cooperate and encourage classmates,
- Accept individual differences and demonstrate inclusive behaviors,
- Engage in physical activity for enjoyment and self-expression.

STANDARD 1

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

Benchmark	Grade 6 Expectation
Dance and Rhythms	Uses correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance, including those of traditional and contemporary American Indian cultures and practices.
Games and Sports Invasion Games Throwing	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2 nd base to 1 st base).

Benchmark	Grade 6 Expectation
Invasion Games Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.
Invasion Games Passing and receiving	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball or team handball.
Invasion Games Passing and receiving	Throws, while stationary, a leading pass to a moving receiver.
Invasion Games Offensive skills	Performs pivots, fakes and jab steps designed to create open space during practice tasks.
Invasion Games Offensive skills	Performs the following offensive skills without defensive pressure: pivot, give and go fakes
Invasion Games Dribbling/ball control	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.
Invasion Games Dribbling/ball control	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.
Invasion Games Shooting on goal	Shoots on goal with power in a dynamic environment as appropriate to the activity.
Invasion Games Defensive skills	Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.
Games and Sports Net/Wall Games Serving	Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.
Net/Wall Games Striking	Strikes, with a mature overarm pattern, in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.
Net/Wall Games Forehand/backhand	Uses the mature form of the forehand and backhand strokes with a short-handed

Benchmark	Grade 6 Expectation
	implement in net games such as paddle ball, pickleball or short-handed racket tennis.
Net/Wall Games Weight Transfer	Transfers weight with correct timing for the striking pattern.
Net/Wall Games Volley	Forehand-volleys with a mature form and control using a short-handed implement.
Net/Wall Games Two-hand volley	Two-hand-volleys with control in a variety of practice tasks.
Games and Sports Target Games Underhand throw	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci or horseshoes.
Target Games Striking	Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf.
Games and Sports Fielding/Striking Games Throwing	Strikes a pitched ball with an implement with force in a variety of practice tasks.
Fielding/Striking Games Catching	Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks.
Outdoor Pursuits	Uses correct technique for basic skills in one self-selected outdoor activity.
Aquatics	<i>Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.</i>
Individual Performance Activities	Uses correct technique for basic skills in one self-selected individual-performance activity.

STANDARD 2

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

Benchmark	Grade 6 Expectation
Games and Sports Invasion Games Creating space with movement	Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).

Benchmark	Grade 6 Expectation
Invasion Games Creating space with offensive tactics	Executes at least one of the following offensive tactics to create open space: moves to an open space without the ball; uses a variety of passes; uses pivot, fake or give and go.
Invasion Games Creating space using width and length	Creates open space by using the width and length of the field/court on offense.
Invasion Games Reducing space by changing size and shape	Reduces open space on defense by making the body larger and reducing passing angles.
Invasion Games Reducing space using denial	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
Invasion Games Transitions	Transitions from offense to defense or defense to offense by recovering quickly.
Net/Wall Games Creating space through variation	Creates open space in net/wall games with a short-handled implement by varying force and direction.
Net/Wall Games Using tactics/shots	Reduces offensive options for opponents by returning to mid-court position.
Games and Sports Target Games Shot selection	Selects appropriate shot or club based on location of the object in relation to the target.
Fielding/Striking Games Offensive strategies	Identifies open spaces and attempts to strike object into that space.
Fielding/Striking Games Reducing space	Identifies the correct defensive play based on the situation (e.g., number of outs).
Individual Performance Activities, Dance and Rhythms Movement concepts	Varies application of force during dance or gymnastic activities.
Outdoor Pursuits Movement concepts	Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.
Knowledge	Recognizes the history and origin of various games, sports, and dance including those of traditional and contemporary American Indian cultures.

STANDARD 3

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

Benchmark	Grade 6 Expectation
Physical activity knowledge	Describes how being physically active leads to a healthy body.
Engages in physical activity	Participates in self-selected physical activity outside of physical education class.
Engages in physical activity	Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics and/or aerobic dance.
Engages in physical activity	Participates in a variety of aerobic fitness activities using technology such as Dance, Dance Revolution ® or Wii Fit®.
Engages in physical activity	Participates in a variety of lifetime recreational teams sports, outdoor pursuits or dance activities.
Fitness Knowledge	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.
Fitness Knowledge	Identifies the components of skill- related fitness
Fitness Knowledge	Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.
Fitness Knowledge	Employs correct techniques and methods of stretching.11
Fitness Knowledge	Differentiates between aerobic and anaerobic capacity, and muscle strength and endurance.
Fitness Knowledge	Identifies each of the components of the overload principle (FITT formula) for different types of physical activity (aerobic, muscle fitness and flexibility).
Fitness Knowledge	Describes the role of warm-up and cool-down regimens before and after physical activity.
Fitness Knowledge	Defines resting heart rate (RHR) and describes its relationship to aerobic fitness

Benchmark	Grade 6 Expectation
	and the Borg Rating of Perceived Exertion (RPE) Scale.15
Fitness Knowledge	Identifies major muscles used in selected physical activities.16
Fitness Knowledge	Works with forms of technology and social media that support a healthy, active lifestyle.
Assessment and program planning	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment
Assessment and program planning	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.
Nutrition	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.
Stress management	Identifies positive and negative results of stress and appropriate ways of dealing with each.

STANDARD 4

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

Benchmark	Grade 6 Expectation
Personal responsibility	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.
Personal responsibility	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk
Personal responsibility	Identifies practices that promote responsible behavior of self and others in a variety of physical activities.
Accepting feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.
Working with others	Accepts differences among classmates in physical development, maturation and varying

Benchmark	Grade 6 Expectation
	skill levels by providing encouragement and positive feedback.
Working with others	Cooperates with a small group of classmates during adventure activities, game play or team-building activities.
Working with others	Works to accept other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
Rules and etiquette	Identifies the rules and etiquette for physical activities/games and dance activities.
Safety	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.

STANDARD 5

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

Benchmark	Grade 6 Expectation
Health	Describes how being physically active leads to a healthy body.
Health	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.
Challenge	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback and/or modifying the tasks.
Self-expression/ Enjoyment	Describes how moving competently in a physical activity setting creates enjoyment.
Self-expression/ Enjoyment	Identifies how self-expression and physical activity are related.
Social interaction	Uses respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity.
Social interaction	Identifies various physical activities for their social benefit.

TIMELINE/ LENGTH OF EACH UNIT

Frisbee	2x week for 3 weeks
Aerobic fitness	1x week for 18 weeks
Strength fitness	1x week for 18 weeks
PFT tests	6 tests- pre-test, post-test
Soccer	2x week for 3 weeks
Basketball	2x week for 3 weeks
Badminton	2x week for 3 weeks
Volleyball	2x week for 3 weeks

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