



[Hellgate Elementary School](#)  
[District #4](#)

# **K-8 Health Enhancement Curriculum**

Board Approval and Adoption November 13, 2023

HELLGATE ELEMENTARY SCHOOL DISTRICT NO. 4  
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<b>Introduction.....</b>	<b>3</b>
Our Vision.....	3
Our Mission.....	3
Our Core Values.....	3
Board Policy Guidance.....	4
<b>Health Enhancement and Physical Education Curriculum.....</b>	<b>5</b>
<b>Units of Study.....</b>	<b>5</b>
Health Education Units of Study.....	5
Physical Education Units of Study.....	5
<b>Health Curricular Materials.....</b>	<b>6</b>
Kindergarten - 5th Grade Health Education Curricular Materials.....	6
Mental, Emotional, and Social Health (coordinated with school counselors).....	6
Anti-Bullying and Conflict Resolution.....	6
Nutrition.....	6
Physical Growth and Development: The Body and Disease Prevention.....	6
Safety and Injury Prevention.....	7
Substance Abuse Prevention.....	7
Additional Resources.....	7
6th - 8th Grade Health Education Curricular Materials.....	8
Mental, Emotional, and Social Health (coordinated with school counselors).....	8
Nutrition.....	8
Physical Growth and Development: The Body and Disease Prevention.....	8
Safety and Injury Prevention.....	8
Substance Abuse Prevention.....	8
Additional Resources.....	8
<b>Physical Education Curricular Materials.....</b>	<b>9</b>
Kindergarten - 5th Grade Physical Education Curricular Materials.....	9
6th - 8th Grade Physical Education Curricular Materials.....	9
<b>Health and Human Development Notices.....</b>	<b>9</b>
<b>Appendices.....</b>	<b>10</b>
Appendix I.....	11
Health Enhancement Committee.....	11
Appendix II.....	12
National Health Education Standards.....	12
Appendix III.....	13
National Physical Education Standards.....	13
Appendix IV.....	14
The Montana Standards and Performance Indicators.....	14
Health Education Standards:.....	14
Physical Education Standards:.....	14
Appendix V.....	15
Appropriate Instructional Practices Guidelines.....	15
Appendix VI.....	16

Indicators of Successful Implementation.....	16
Appendix VII.....	17
Assessment.....	17
Appendix VIII.....	20
Additional Resources.....	20

## Introduction

Hellgate Elementary School District, through its *Achieve Excellence: Involved, Motivated, Prepared Comprehensive Education Plan*, is working to guide its educational community to be involved today, motivated for the future, and prepared for the next set of challenges.

### Our Vision

It is the vision of Hellgate Elementary School District that each student is involved today, motivated for the future, and prepared for the next set of challenges.

- *Involved*: Actively involved and connected to their learning.
- *Motivated*: Curious, creative, and intensely motivated, with a deep sense of wonder.
- *Prepared*: Excited and eager to learn, prepared to unlearn and relearn as lifelong learners.

### Our Mission

The mission of Hellgate Elementary School District is to provide an educational learning environment that supports and sustains academic achievement, academic excellence, and life-long learning for all students.

### Our Core Values

- *Achievement*: We will ensure that each student possesses 21st-century skills to reach his or her potential to excel. We will direct our collective and individual efforts to that end.
- *Character*: Each student will be supported in developing strong, positive character traits and caring relationships.
- *Community engagement*: We cannot accomplish our mission alone. Everyone – parents, staff, students, and community members – jointly share in the responsibility for our students' success. We will encourage everyone to participate in making key district decisions.
- *Diversity*: Each student will be treated with respect and given an equal opportunity to participate, learn, and succeed in a safe, caring environment. All students, staff, parents, and community members will value and embrace diversity as enriching our society and schools.
- *Highly Qualified Staff*: All staff members will be competent, caring, and committed to ensuring that students are fully prepared for their next steps.
- *Equity*: Each student will have access to a wide range of educational choices and the necessary support to pursue his or her hopes and dreams to be successful in a highly competitive, global economy.
- *Relevance*: School learning and instructional approaches will be connected to the real world and include practical applications in life and the workplace.

## **Board Policy Guidance**

The Hellgate Elementary [Board Policies](#) guide instructional practices and the areas in which students will be impacted by content taught in Health and Physical Education classes.

- Controversial Issues and Academic Freedom, Policy 2330
- Guidance and Counseling, Policy 2140
- Human Sexuality Instruction, Policy 2135
- Recognition of Native American Cultural Heritage, Policy 2450
- Suicide Awareness and Prevention, Policy 2150

## **Health Enhancement and Physical Education Curriculum**

The Hellgate Elementary School District's K-8 Health and Physical Education curriculum aligns with the Montana Office of Public Instruction's Health Enhancement Content Standards and the national standards from Shape America: Society of Health and Physical Educators. The Appropriate Instructional Practices Guidelines provided by Shape America guide teachers, administrators, parents/guardians, and policymakers in creating and maintaining appropriate physical education (see Appendices).

### **Units of Study**

#### **Health Education Units of Study**

- Mental, Emotional, and Social Health
- Nutrition
- Physical Growth and Development: The Body and Disease Prevention
- Safety and Injury Prevention
- Substance Abuse Prevention
- Healthy Dietary Habits

#### **Physical Education Units of Study**

- Locomotor skills – skills used to move the body from one place to another, including running, jumping, and landing (horizontal plane), jumping, and landing (vertical plane)
- Non-locomotor skills – skills that are performed in place without appreciable spatial movement and include balance, weight transfer, rolling, curling, stretching, twisting, and bending
- Manipulative skills – skills developed when a person handles some kind of object, including throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhand), striking (short and long implement), jumping rope

## Health Curricular Materials

### Kindergarten – 5th Grade Health Education Curricular Materials

#### ***Mental, Emotional, and Social Health (coordinated with school counselors)***

- *Activities for Building Social Emotional Learning grades 3–5* – Free Spirit, 2012
- *All About Boundaries* – Youth Light, 2008
- [Brain Pop](#)
- [Character Counts](#): The Six Pillars of Character & Character Counts (2008), Josephson Institute
- [Character First Education](#)
- *Coping Skills for Kids Workbook* (2018) by Janine Halloran
- *Developmental Classroom Guidance Activities* (2000) Youth Light
- [Emotional ABC's](#)
- Homework, Organization, and Planning Skills (HOPS) – NASP
- [Montana Career Informations Systems \(MCIS\)](#)
- [PAX Good Behavior Game](#)
- [Second Step](#)
- *SOAR Studies Skills* (2017) SOAR Learning Inc.
- [Strong Kids](#)
- [Strong Start](#)
- *Tools for Teaching Social Skills* (2011) Boys Town Press
- [Why Try](#)
- [Zones of Regulations](#) & *Zones of Regulation* (2011) Social Thinking Publishing

#### **Anti-Bullying and Conflict Resolution.**

- *Bully Proof* (1996), Wellesly
- *Coping with Conflict* (1999) Youth Light
- [Kelso's Choice](#)
- *No Kidding About Bullying* (2010) Free Spirit
- [Olweus Bullying Prevention Program](#) & *Cyber Bullying* (2009), Hazelden
- *The Bully-Free Classroom* (1999) Free Spirit

#### **Nutrition**

- [My Plate](#)
- [Nutrition.gov](#)
- [SHAPE America](#), Society of Health and Physical Educators
- *Teen Health* (2021) Teacher Resource, McGraw Hill

#### **Physical Growth and Development: The Body and Disease Prevention**

- *Always Changing and Growing Up Co-Ed Puberty Education* – <https://video.link/my/videolinks/vl63975bfb2fa2a/play> (Grade 5)
- *Teen Health* (2021) Teacher Resource, McGraw Hill

**Safety and Injury Prevention**

- [Child Help: Speak Up, Be Safe](#)

**Substance Abuse Prevention**

- *101 Ready-to-Use Drug Prevention Activities* – Red Ribbon Resources, 1999
- [Too Good for Drugs](#)
- [Red Ribbon](#) – Drug Use Prevention

**Additional Resources**

- Health Enhancement [website](#), Montana Office of Public Instruction
- [Scholastic Choices Magazine](#)

Many K-5 listed resources contain information supporting more than one subcategory as provided above.



## 6th – 8th Grade Health Education Curricular *Materials*

### ***Mental, Emotional, and Social Health (coordinated with school counselors)***

- [Olweus Bullying Prevention Program](#) & *Cyber Bullying* (2009), Hazelden
- [PAX Good Behavior Game](#)
- [Second Step](#)
- [Signs of Suicide](#) – MindWise Innovations
- *Teen Health* (2021) Teacher Resource, McGraw Hill
- [Why Try](#)

### ***Nutrition***

- [My Plate](#)
- [Nutrition.gov](#)
- [SHAPE America](#), Society of Health and Physical Educators
- *Teen Health* (2021) Teacher Resource, McGraw Hill

### ***Physical Growth and Development: The Body and Disease Prevention***

- Always Changing and Growing Up Co-Ed Puberty Education – <https://video.link/my/videolinks/vl63975bfb2fa2a/play> (Grade 6)
- Health and Human Development [Hellgate Curriculum](#) (Grades 7 & 8)
- *Teen Health with Healthy Relationships & Sexuality* (2021) Teacher Resource, McGraw Hill

### ***Safety and Injury Prevention***

- American Red Cross Standard First Aid/CPR/AED Manual
- Media Literacy for Health: Teens Talk Back (Video)
- [Montana Youth Risk Survey](#), MT Office of Public Instruction
- [NetSmartz](#) – Digital Citizenship and Online Safety

### ***Substance Abuse Prevention***

- [Drug-Free World](#) (Grades 7 & 8)
- [Montana Meth Project](#) (Grades 7 & 8)
- [Red Ribbon](#) – Drug Use Prevention

### ***Additional Resources***

- Health Enhancement [website](#), Montana Office of Public Instruction
- [Scholastic Choices Magazine](#)

Many 6–8 listed resources contain information supporting more than one subcategory, as provided above.

## Physical Education Curricular Materials

### Kindergarten – 5th Grade Physical Education Curricular Materials

- [CATCH](#) - Coordinated Approach to Child Health
- [Fitnessgram](#)
- [Fuel Up](#)
- [OPEN](#)
- [SHAPE America](#), Society of Health and Physical Educators

### 6th – 8th Grade Physical Education Curricular Materials

- [CATCH](#) - Coordinated Approach to Child Health
- [Fitnessgram](#)
- *Fitness & Activitygram: Test Administration Manual*, (2013) Teacher Resource, The Cooper Institute
- [Fuel Up](#)
- [OPEN](#)
- *Physical Best Activity Guide*, (2011) Teacher Resource, NASPE
- *Physical Education for Lifelong Fitness*, (2011) Teacher Resource, NASPE
- [SHAPE America](#), Society of Health and Physical Educators

## Health and Human Development Notices

Find the following Health and Human Development notices and opt-out forms on our school [website](#).

- 5th–8th Grade Health and Human Development Annual Notice
- Human Sexuality Notice Opt-Out
- 5th Grade Notice
- 6th Grade Notice
- 7 & 8th Grade Notice

## Appendices

<a href="#">Appendix I</a>	Health Enhancement Committee
<a href="#">Appendix II</a>	National Health Education Standards
<a href="#">Appendix III</a>	National Physical Education Standards
<a href="#">Appendix IV</a>	The Montana Standards and Performance Indicators
<a href="#">Appendix V</a>	Appropriate Instructional Practice Guidelines
<a href="#">Appendix VI</a>	Indicators of Successful Implementation
<a href="#">Appendix VII</a>	Assessment
<a href="#">Appendix VIII</a>	Resources

## **Appendix I**

### ***Health Enhancement Committee***

#### School Personnel:

- Brayden Byrne BSN, RN
- Melissa "Lou" Garman, RN
- Erin Ellis, Ed.D, Director of Curriculum and Assessment

#### Teachers:

- Derek Dungan
- Nick Weller
- Kayla Couture
- Taylor Nordby

#### Stakeholders consulted on the Health and Human Development Curriculum:

- Kayla Kallas
- Kelli Larson

Hellgate Elementary School District counselors, librarians, and teachers were consulted on the curriculum used to address the physical and health enhancement standards of our Hellgate students.

## Appendix II

### ***National Health Education Standards***

“SHAPE America is a proud member of the coalition that developed the National Health Education Standards (NHES), released in 1995 and revised in Spring 2007. In 2020, SHAPE America obtained the copyright to the National Health Education Standards. SHAPE America’s National Health Education Standards Task Force is currently revising and updating the standards.” – Shape America

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society.

## Appendix III

### ***National Physical Education Standards***

“SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as a result of a highly effective physical education program.” – SHAPE America

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

SHAPE America. (2013). *National Standards for K-12 Physical Education*. Reston, VA: Author.

## Appendix IV

### *The Montana Standards and Performance Indicators*

#### **Health Education Standards:**

**Standard 1:** Comprehend concepts related to health promotion and disease prevention to enhance personal health.

**Standard 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

**Standard 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Demonstrate the ability to advocate for personal, family, and community health.

#### **Physical Education Standards:**

**Standard 1:** Demonstrate competency in a variety of motor skills and movement patterns.

**Standard 2:** Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** Exhibit responsible personal and social behavior that respects self and others.

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## Appendix V

### ***Appropriate Instructional Practices Guidelines***

[Appropriate Instructional Practices Guidelines](#) are provided by SHAPE America – Society of Health and Physical Educators. The Appropriate Instructional Practice Guidelines for Young Children Ages 3–5, Elementary, Middle, High School, and Higher Education offer guidance for teachers, administrators, parents/guardians, and policymakers on creating and maintaining appropriate physical education:

- Learning Environments
  - Establishing the Learning Environment not Exercise as Punishment
  - Safety
  - Diversity
  - Equity
  - Inclusion
  - Competition & Cooperation
- Instructional Strategies
  - Expectations for Student Learning
  - Class Organization
  - Class Design
  - Learning Time
  - Maximum Participation
  - Teaching/Learning Styles
  - Teacher Enthusiasm
  - Success Rate
  - Teacher Feedback
  - Technology Use
- Curriculum
  - Productive Motor Skill Learning Experiences
- Concept Knowledge
- Regular Participation
- Developing Health-Related Fitness
- Self-Responsibility & Social Skills
- Valuing Physical Activity
- Interdisciplinary Instruction
- Special Events
- 
- Assessment
  - Assessment Use
  - Variety of Assessments
  - Fitness Testing
  - Testing Procedures
  - Reporting Student Progress
  - Grading
  - Program Assessment
- Professionalism
  - Professional Growth
  - Professional Learning Community
  - Advocacy

“The practices mentioned are not meant to be an exhaustive list. These are basic instructional practices. Many other practices that would be included in an excellent program are not enumerated here. But the list does include the practices observed recently in gymnasiums, pools, and fields across the United States” (Shape America, 2009).



## Appendix VI

### ***Indicators of Successful Implementation***

The *Indicators of Successful Implementation* serve as a guide for evaluating the success of the health enhancement curriculum and ensuring that it aligns with standards and best practices in health education. These indicators were adapted from a health education document on curriculum implementation from Shape America.

1. Is the curriculum being followed?
  - a. See this document.
  - b. The health enhancement curriculum is organized by grade level, addressing what students should know and be able to do in the following areas:
    - i. Mental, Emotional, and Social Health
    - ii. Nutrition
    - iii. Physical Growth and Development: The Body and Disease Prevention
    - iv. Safety and Injury Prevention
    - v. Substance Abuse Prevention
    - vi. Healthy Dietary Habits
2. Are adopted texts and materials being used?
  - a. See adopted texts and supplemental materials
3. Are students engaged in learning the grade-level competencies leading to mastery of the standards?
4. Is there evidence of maximum participation by students during each lesson?
5. Is instruction of sufficient depth that knowledge acquisition and skill development occur in students' ability to think critically, make good decisions, communicate effectively, and demonstrate health-enhancing behaviors?
6. Is there a connection between the classroom and the PE component of the curriculum?
7. Is technology being used when appropriate?
8. Is a variety of instructional approaches being utilized? (Examples of such practices include role-playing, journal writing, projects, activities, research, demonstrations, guest speakers, interviews, data collection, computer programs, and current events.)
9. Are appropriate and varied assessment practices being used? Assessments may include presentations, demonstrations, portfolios, projects, personal fitness plans, physical fitness tests, and performance tasks.
10. Are controversial issues addressed appropriately?

## Appendix VII

### Assessment

Assessment is necessary to the educational process and part of the accountability for standards-based learning in all subject areas, including physical and health education. Various forms of assessment include pre-assessment as the basis for instruction, formative assessment to guide teachers in the learning process of their students, and summative assessments to provide students, parents, and administrators the evidence needed to show student learning has taken place. It is through assessment data that teachers can monitor their student's progress, determine the effectiveness of a program, and show that students are meeting standards and expected outcomes. These assessment forms, along with the assessment strategies listed below, align with the Hellgate Elementary School District K-8 Health Enhancement Curriculum document.

<b>Assessment Strategies</b>	<b>Example</b>
Self-Assessment	K-8: Students identify their levels of participation outside of class through a smiley face, thumbs up, or thumbs down. Students evaluate their own performance on an assignment using a 4, 3, 2, 1.
Fitness Assessment— Informal and developmentally appropriate; modified time and distances without formal testing	K-3: Thumbs up or thumbs down if their heart is beating faster. 4-8: Striving for the Healthy Fitness Zone in Fitnessgram.
Performance Task	K-2: A series of flash cards illustrating movement pathways are presented to students. Students duplicate the pathway using fundamental locomotor skills. K-8: Students demonstrate a movement sequence.
Role Playing	K-5: Students act out an imagined movement pattern. 6-8: Student demonstrates refusal skills.
Group Project	K-5: Students bring in pictures of activities that require muscular strength/endurance and flexibility. Pictures are displayed on a class bulletin board.

	<p>6–8: Create a Public Service Announcement on a relevant health topic (PSA).</p> <p>Groups of students design a fitness routine that includes activities that will help develop each of the components of health–related fitness and apply the FITT concepts (frequency, intensity, time or duration, and type of exercise).</p>
Checklist	<p>K–5: Listen Skills Checklist Criteria:</p> <ul style="list-style-type: none"> <li>• Follows a single, simple direction: Yes/No</li> <li>• Listens without interrupting: Yes/No</li> <li>• Asks questions for clarification: Yes/No</li> <li>• Focuses eyes on the speaker: Yes/No</li> <li>• Follows three sequenced directions: Yes/No</li> </ul> <p>6–12: Tennis Forehand Assessment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shake hands with the racket</li> <li><input type="checkbox"/> Firm Wrist</li> <li><input type="checkbox"/> Side to target</li> <li><input type="checkbox"/> Racket Back early</li> <li><input type="checkbox"/> Close the door with the hinge at your shoulder</li> <li><input type="checkbox"/> Contact ball at front foot</li> </ul>
Written Test and Assignment	Students write about various physical or health–related topics.
Student Project	<p>K–8: Students use their fitness assessment results to set a health–related fitness goal (specific and individualized goal setting with teacher assistance). Achievement of goals may require participation in activities outside of class time.</p> <p>K–8: Groups of students develop the safety rules for the playground. Each member of the group is responsible for part of the rules. Rules focus on both personal and group behaviors. Groups illustrate and post the rules.</p>
Problems	<p>K–5: With a partner, students explore the relative stability of various body positions. One pair member assumes various bases of support by changing foot positions (staggered, narrow, or wide).</p> <ol style="list-style-type: none"> <li>1. Which positions are most stable? Why?</li> <li>2. How did standing on tiptoes affect your center of gravity?</li> <li>3. How did kneeling affect your center of gravity?</li> </ol> <p>6–8: Examine current health issues and draw conclusions on how the issue could be resolved.</p> <p>Small groups are given the rules of an elimination game. They work to come up with modifications to the rules so that players are included, not excluded, from the game. Each group then teaches their modified version of the game to classmates.</p>

Student Log	K-8: Students record their out-of-class participation in physical activity.																				
Peer Evaluation	Students work with a partner and use a checklist to assess each other's movement. Criteria are provided by the teacher, including diagrams and/or pictures of the correct technique. Students' feedback is limited to the criteria on the checklist.																				
Oral Report	The student provides an oral explanation to the other students on a sport, assuming the class hasn't ever heard of the sport.																				
Rubric	<p>Rating Scale: Self-Confidence  4 = Extends movement challenges upon request of the teacher  3 = Meets movement challenges without extending the skill  2 = Modifies movement challenges to ensure success  1 = Does not meet movement challenges</p> <table border="1" data-bbox="472 779 1435 1409"> <thead> <tr> <th data-bbox="472 779 623 884">Tennis Rubric</th> <th data-bbox="623 779 904 884">All of the Time</th> <th data-bbox="904 779 1081 884">Most of the time</th> <th data-bbox="1081 779 1258 884">Some of the time</th> <th data-bbox="1258 779 1435 884">None of the time</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 884 623 1073">Sportsman-ship</td> <td data-bbox="623 884 904 1073">Plays with the spirit of the game in mind. Is courteous and initiates fairness in gameplay</td> <td data-bbox="904 884 1081 1073"></td> <td data-bbox="1081 884 1258 1073"></td> <td data-bbox="1258 884 1435 1073"></td> </tr> <tr> <td data-bbox="472 1073 623 1262">Technique and skills forehand and backhand</td> <td data-bbox="623 1073 904 1262">Uses the proper technique for forehand and backhand in order to establish a rally</td> <td data-bbox="904 1073 1081 1262"></td> <td data-bbox="1081 1073 1258 1262"></td> <td data-bbox="1258 1073 1435 1262"></td> </tr> <tr> <td data-bbox="472 1262 623 1409">Technique and skill service</td> <td data-bbox="623 1262 904 1409">Uses proper technique to serve into the service court in order to establish gameplay</td> <td data-bbox="904 1262 1081 1409"></td> <td data-bbox="1081 1262 1258 1409"></td> <td data-bbox="1258 1262 1435 1409"></td> </tr> </tbody> </table>	Tennis Rubric	All of the Time	Most of the time	Some of the time	None of the time	Sportsman-ship	Plays with the spirit of the game in mind. Is courteous and initiates fairness in gameplay				Technique and skills forehand and backhand	Uses the proper technique for forehand and backhand in order to establish a rally				Technique and skill service	Uses proper technique to serve into the service court in order to establish gameplay			
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## **Appendix VIII**

### **Additional Resources**

Shape America. (2009). *Appropriate instructional practice guidelines*.

<https://www.shapeamerica.org/standards/guidelines/apppracticedoc.aspx>

Montana Office of Public Instruction. (July 2016). *Montana k-12 health enhancement (health education & physical education) content standards*.

<https://opi.mt.gov/LinkClick.aspx?fileticket=JzQ7vYBShzg%3d&portalid=182>

Montana Office of Public Instruction. (July 2016). *Montana health enhancement standards model curriculum guide for k-12 health and physical education*.

<https://opi.mt.gov/LinkClick.aspx?fileticket=5qMh6-fFgRQ%3d&portalid=182>

*National physical education standards*. Shape America. Retrieved November 2023.

<https://www.shapeamerica.org/standards/pe/default.aspx>

*National health education standards*. Shape America. Retrieved November 2023.

<https://www.shapeamerica.org/standards/health/default.aspx>

Special Olympics Unified Champion Schools. (2019). *Unified physical education resources, (2nd ed.)*.

<https://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Unified-Physical-Ed-Resources-Aug-2019.pdf>. United States Office of Special Education Programs.