

Havre Public Schools HPE First Grade

Course Information:

Grade Level: Grade 1 Health Enhancement

Length: All Year

Class Sessions: Mon-Thurs 20 minutes, 3 times per week

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*)

At Highland Park Early Primary School:

A well-developed health and physical education course is important because personal health and physical fitness are important factors that play an important role reducing the risks of some of the leading causes of illness and death in the United States.

As a result of students being engaged in health and physical education, they will understand that healthy choices and physical activity will lead to a healthier, happier life.

Student growth will be measured in the following ways:

- Teacher observation
- Student’s ability to execute skills
- Student participation
- Student listening and following directions
- Student behavior

Student Objectives:

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

- Describe healthy behaviors
- Give examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices
- Identify ways to prevent the spread of germs
- Identify environmental factors that can affect health
- Identify ways to be safe and healthy at school and in the community
- Identify common childhood injuries and their treatment
- Identify reasons for seeing a health care professional
- Identify basic body systems such as circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous
- Describe ways a family practices health promotion
- Identify ways that peers influence behavior
- Identify ways in which schools promote personal health practices and behaviors

- Identify examples from different media sources that influence health
- Describe ways adults can help promote health
- Describe school and community health and safety resources
- Show how to share feelings in a healthy way
- Describe ways listening is a respectful and caring behavior
- Describe and demonstrate how to use a variety of refusal skills
- Describe how to get help in a dangerous situation
- Identify steps in making safe and healthy decisions
- Identify examples of responsible safety and health-related decisions
- Identify ways to solve safety and health-related issues or problems
- Identify possible consequences of choices when making safety and health-related decisions
- Explain types of healthy habits
- Identify a goal and who can help achieve that goal
- Identify examples of healthy behaviors toward self and others
- Tell ways to maintain or improve personal health behaviors
- Explain harmful or risky behaviors to health
- Express how to ask others to assist in promoting health
- Show how peers can make positive health choices
- List a variety of health messages.

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

- Perform most basic locomotor, non-locomotor, and manipulative skills using mature patterns
- Combine locomotor and non-locomotor motor skills in a teacher-designed dance
- Move in self-space
- Differentiate between fast and slow speeds, strong and light force
- Differentiate between healthy and unhealthy foods
- Discuss the benefits of being active and exercising or playing
- Actively engage in health enhancement class
- Understand muscles that grow strong with physical activity
- Identify warm-up and cool-down activities related to vigorous physical activity
- Accept personal responsibility by using equipment and space appropriately
- Follow the rules or parameters of the learning environment
- Respond appropriately to general feedback from a teacher
- Exhibit the established protocols for class activities
- Work independently with others in a variety of class environments
- Discuss ways to accept other's ideas, cultural diversity, and body types
- Follow teacher directions for safe participation and proper use of equipment without teacher reminders
- Identify physical activity as a component of good health
- Understand that challenges in physical activities can lead to success
- Describe positive results gained from participating in physical activities with others

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 1

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.

- Identify and explain how health behaviors affect personal health.
 - Name foods that belong to each of the MyPlate food groups.
 - Identify the correct food group for a list of snacks.
 - Names each of the Dietary Guidelines.
 - Describes why brushing/flossing teeth is a healthy behavior.
 - Describes why proper amount of sleep is important to health.
 - Describes why using a seat belt is a healthy behavior.
 - Describes why not smoking is a healthy behavior.
- Recognize that there are multiple dimensions of health such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices.
 - Identifies basic body systems (e.g., circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous).
 - Explains how the five senses are used.
 - Names and explains variety of feelings, e.g., if you make a mistake what feelings might you have and what can be done.
 - Describes ways people are unique in how they grow and learn.
 - Names safety rules for sports and games.
 - Explains how to be a good sport and play fair.
- Describe some ways to prevent childhood communicable and chronic diseases.
 - Describes symptoms and treatment for common childhood diseases, e.g., cold, flu, lice, pinkeye.
 - Lists ways to prevent germs from spreading.
 - Describes proper cough etiquette.
 - Describes how to sneeze into sleeve.
 - Describes the correct way to wash hands.
 - Names types of germs and tells how they spread.
 - Explains how healthy diet and exercise help prevent heart disease and diabetes.
 - Describes how to communicate when not feeling well.
- Describe common environmental factors that can affect health.
 - Identifies common causes of allergies and asthma.
 - Names ways to help control asthma and allergies, e.g., if allergic to grass don't play on a recently mowed field.
- Give examples of how to be safe at school and in the community.
 - Describes safety rules for school/home.
- Identify ways to prevent and treat common childhood injuries.

- Describes how to bandage scrapes/control a nosebleed.
- Describes ways to prevent/protect from injury, e.g., bicycle helmet, sunscreen.
- Describe why it is important to seek health care.
 - Identifies a condition with a health professional, e.g., toothache-dentist, sore throat – doctor.
 - Understands that annual health and dental checkups are necessary for good health.

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.

- Identify how the family and culture influence personal health practices and behaviors.
 - Describes how a family member can model healthy behaviors, e.g., not smoking, exercising regularly, eating healthy.
 - Discusses ways a family celebrates holidays and how it can impact health practices, e.g., only adults light fireworks on the 4th of July.
 - Describes how a family member prepares a healthy meal.
 - Recognizes that participating in a physical activity as a family helps promote health.
- Identify ways that peers influence behavior.
 - Describes feelings surrounding positive pressure and negative pressure.
 - Assesses different situations and chooses actions to avoid trouble.
- Identify what the school can do to support personal health practices and behaviors.
 - Tells ways in which the school sponsors healthy events, e.g., Bully Prevention week (Oct.), Red Ribbon week (Oct.), Native American Heritage month (Nov.).
- Describe how the media can influence health behaviors.
 - Discuss how ads (e.g., jingles, rhymes) can influence food choices.
 - Knows why you need to check out ads.
 - Discusses what healthful entertainment is.
- Give examples of school or community policies that promote health and safety.
 - Explains school safety rules for the playground, cafeteria, hallway, classroom and while riding a bus.

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 trusted adults and professionals who can help promote health.
 - Gives reliable examples of health and fitness information, e.g., doctor or teacher.
 - Describes roles of persons who assist in enhancing health, e.g., bus driver/keeping passengers safe.
 - Explains why doctors and other health professionals are important to the community.
 - Names the facts found on food labels.
 - Tells what happens during a medical checkup.
 - Tells what happens during a dental checkup.
 - Tells what tools a doctor (stethoscope) or dentist (drill) uses.
 - Identifies ways medicine is used.
 - Identifies safety rules for using medicine.
 - Defines the word ‘drug.’

- Identifies various substances as drugs.
- Names ways to find health facts.
- Lists safe and healthy products family uses.
- Explains the difference between an emergency and non-emergency situation.
- Explains and demonstrates how to call 911.
- Identify ways to locate school and community health and safety resources.
 - Names people in the school that can be helpful when feeling bullied, sad or hurt.
 - Names people from the community who would assist in an emergency.

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.

- Identify healthy ways to express needs, wants, and feelings.
 - Shows how to share feelings.
 - Explains things to do when angry or hurt.
 - Describes the importance of respect in getting along with others.
 - Explains needs and wants in appropriate ways, e.g., speaks calmly, does not whine or yell.
 - Describes benefits of having friends.
 - Discusses ways to show respect for others.
 - Names ways to be a good friend.
 - Describes how emotions can affect others.
 - Discusses how families are alike and different.
 - Identifies feelings related to changes in the family.
 - Gives examples of conflict.
- Use listening skills to enhance health. PAX Behavior Model
 - Describes ways listening is a respectful and caring behavior.
 - Describes how listening can help one not get in trouble.
- Exhibit ways to respond in an unwanted, threatening, or dangerous situation.
 - Tells steps to use in saying 'no' to a wrong situation.
 - Names ways to avoid secondhand smoke.
 - Describes various types of refusal skills.
 - Describes risky situations, e.g., walking in the dark.
 - Explains unwanted touch. Unwanted touch is someone touching parts of your body that are normally covered by a bathing suit or asking that you touch their body parts normally covered by a bathing suit.
 - Explains risky situations that can be avoided at home.
 - Identifies harmful effects of alcohol on the mind and body.
 - Explains harmful effects of tobacco use.
- Express ways to tell a trusted adult if threatened or harmed.
 - Describes how to get help from a parent or trusted adult when made to feel uncomfortable or unsafe.
 - Describes how to get help in a dangerous situation.

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 situations when a safety and health-related decision is needed.
 - Names steps in making a wise decision, e.g., knowing consequences.
 - Describes instances where choices between healthy and risky behaviors are made.
 - Knows ways to prevent health-related problems, e.g., pollution (air, water, ground).
 - Demonstrates steps for making responsible decisions.
 - Describes how to get help from a parent or trusted adult when made to feel uncomfortable or unsafe.
- Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed.
 - Identifies school personnel to assist with health-related problems, e.g., teacher, nurse, principal.
 - Identifies roles of various emergency workers in the community.
- Describe ways to solve safety and health-related issues or problems.
 - Names safety rules for pedestrian, bicyclists, and bus riders.
 - Demonstrates proper sneezing, coughing and hand washing techniques to prevent the spread of germs.
- Describe possible consequences of choices when making safety and health-related decisions.
 - Describes different ways of keeping the body safe from weather conditions.
 - Identifies what could happen from unsafe pedestrian, bicycling, or bus riding behaviors.

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.

- Identify short-term personal health goals and take action towards achieving goals.
 - Shows how to make wise decisions with friends.
 - Explains different ways of learning needed by some people.
 - Describes healthy habits.
 - Identifies actions that would be useful in achieving a short-term personal health goal, e.g., schedule for brushing teeth.
 - Explains ways senses are used.
 - Describes ways to protect the senses.
 - Explains ways to care for bones and muscles, heart and lungs, stomach, and brain.
 - Explains how to protect the brain from injury.
 - Sets a goal to follow Dietary Guidelines.
 - Names ways sleep and rest help the mind and body.
 - Explains why secondhand smoke is harmful.
 - Sets a goal to stay away from secondhand smoke.
 - Names types of germs.
 - Makes a health plan to not spread germs among family members and friends.
 - Identifies foods and exercises that reduce the risk of heart disease.
 - Names healthful habits that help prevent cancer.
 - Makes a health plan to choose habits to prevent cancer.
 - Discusses kinds of noise pollution.
 - Discusses reasons to save energy and water.
 - Lists things to recycle.
 - Understands daily health and fitness habits.

- Identify who can help when assistance is needed to achieve a personal health goal.
 - Identifies a goal and who can help assist in achieving that goal, e.g., feelings/ teacher, counselor, parent.
 - Describes ways parents and school lunch programs help students meet dietary goals.

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.

- Exhibit healthy behaviors toward self and others.
 - Describes respectful listening behaviors.
 - Describes ways of treating others with respect.
- Exhibit healthy practices and behaviors to maintain or improve personal health.
 - Names ways to stay in good health.
 - Names ways to show good character.
 - Shows ways to be fair and caring toward others.
 - Describes ways to cope with and manage stress, e.g., if a friend doesn't want to play any more (stress); invite someone else to play with you (cope).
 - Identifies signs of stress.
 - Explains ways to 'right a wrong.'
 - Demonstrates proper safety procedures, e.g., burning building/crawl; earthquake/duck under desk.
 - Identifies healthy snacks to eat.
 - Identifies exercise that will enhance heart and lungs.
 - Makes a health plan to help family members.
 - Names things that can be learned in a family.
 - Plans a healthy meal and snacks for one day.
 - Shows how to use good table manners.
 - Explains how eating correct serving sizes helps you have a healthful weight.
 - Names ways to be well-groomed.
 - Tells why you need good posture.
 - Shows the correct way to brush and floss teeth.
 - Names ways sleep and rest help the mind and body.
 - Names ways fitness helps the mind and body.
 - Makes a health plan for fitness.
 - Shows exercises to warm up and cool down.
 - Identifies ways to stay safe during exercise.
 - Names rules for safe play of sports and games.
 - Describes how to play fair be a good sport.
- Discuss behaviors that avoid or reduce health risks.
 - Names ways to keep germs out of food.
 - Explain ways litter and pollution hurt the environment.
 - Discuss the harmful effects of noise pollution.
 - Describes ways students can be respectful of each other and helpful to community members.
 - Asks a teacher for helpful suggestions when trying to resolve a conflict.
 - Campaigns for ways to make your school a safer environment.
 - Explains ways to say 'no' to alcohol, tobacco and other drugs.
 - Discusses laws about the use of alcohol, tobacco and other drugs.

- Identifies fire hazards.
- Shows how to Stop, Drop and Roll.
- Identifies rules to stay safe during play.
- Identify unsafe situations outdoors and how to stay safe.
- Identify bicycle safety rules.
- Shows how to cross the street safely.
- Identifies safety rules for riding in a car or bus.
- Wears a seat belt.
- Identify ways bad weather can be harm health.
- Identify ways to stay safe in bad weather.
- Identify safety rules for being around strangers, using the Internet, and opening mail.
- Identify safety rules that prevent injuries from guns.

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.

- Make requests to promote personal health.
 - Asks a parent or trusted adult to help make healthy eating choices.
 - Asks a parent to accompany them on a walk or physical activity that promotes health.
 - Asks someone to pick up their litter.
 - Explains why a parent or guardian might keep your health record.
 - Tells what various school and community health helpers do.
 - Discusses first aid for nosebleeds, cuts, bee stings and sunburn.
- Identify ways to encourage others to make positive health choices.
 - Explains ways to ride safely in a car, e.g., use booster seat or wear a seat belt.
 - Explains different types of pollution.
 - Explain ways litter and pollution hurt the environment.
 - Discuss the harmful effects of noise pollution.
 - Describes ways students can be respectful of each other and helpful to community members.
 - Asks a teacher for helpful suggestions when trying to resolve a conflict.
 - Campaigns for ways to make your school a safer environment.
 - Explains ways to be helpful to others.
 - Shows (designs, draws, poster) how to protect the environment.
 - Name ways to demonstrate friendliness.
 - Names ways to be a good neighbor.
- Describe health messages and communication techniques.
 - Lists a variety of health messages from newspaper, magazine, radio or TV.

Standards for Physical Education- Grade 1

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Health-Enhancement-Standards>

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 1 Expectation
Locomotor Hopping, galloping, running, sliding, skipping, leaping	Hops, gallops, jogs and slides using a mature pattern.
Locomotor Jogging, running	NA
Locomotor Jumping and landing, horizontal Locomotor Jumping and landing, vertical	Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. Demonstrates two of the five critical elements for jumping and landing in a vertical plane.
Locomotor Dance	Combines locomotor and non-locomotor skills in a teacher-designed dance.
Locomotor Combinations	NA
Non-Locomotor (Stability) Balance	Maintains stillness on different bases of support with different body shapes.
Non-Locomotor (Stability) Weight Transfer	Transfers weight from one body part to another in self-space in dance and gymnastics environments.
Non-Locomotor (Stability) Weight transfer, rolling	Rolls with either a narrow or curled body shape.
Non-Locomotor (Stability) Curling & Stretching, Twisting & bending	Demonstrates twisting, curling, bending and stretching actions.
Non-Locomotor Combinations	NA
Non-Locomotor Balance and weight transfers	NA
Manipulative Underhand Throw	Throws underhand, demonstrating two of the five critical elements of a mature pattern.
Manipulative Overarm throw	NA
Manipulative Passing with hands	NA
Manipulative Catching	Catches a soft object from a self-toss before it bounces. Catches various sizes of balls self- tossed/tossed by a skilled thrower.
Manipulative Dribbling/ball control with hands	Dribbles continuously in self-space using the dominant hand
Manipulative Dribbling/ball control with feet	Taps/dribbles a ball using the inside of the foot while walking in general space

Manipulative Passing and receiving with feet	NA
Manipulative Dribbling in combination	NA
Manipulative Kicking	Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern.
Manipulative Volley, underhand	Volley an object with an open palm, sending it upward.
Manipulative, Volley, overhead	NA
Manipulative Striking, short implement	Strikes a lightweight object with a paddle/short-handled implement, sending it upward.
Manipulative Striking, long implement	NA
Manipulative in combination with locomotor	NA
Manipulative Jumping Rope	Jumps forward or backward consecutively using a self-turned rope. Jumps a long rope up to five times consecutively with teacher-assisted turning.
Movement Concepts Dance	NA
Movement Concepts Space	Moves in self-space and general space in response to designated beats/rhythms.
Movement Concepts Pathways, shapes, levels	Travels demonstrating low, middle, and high levels. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).

Standard 2

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

Benchmark	Grade 1 Expectation
Movement Concepts Speed, direction, force	Differentiates between fast and slow speeds. Differentiates between strong and light force.
Movement Concepts Alignment and muscle tension	NA
Movement Concepts Strategies and Tactics	NA

Standard 3

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

Benchmark	Grade 1 Expectation
Physical activity knowledge	Discusses the benefits of being active and exercising or playing.
Engages in physical activity	Actively engages in health enhancement class

Fitness knowledge	Understands that muscles grow stronger with physical activity. Identifies the heart as a muscle that grows stronger with exercise/play and physical activity.
	Identifies warm-up and cool-down activities related to vigorous physical activity.
Assessment and program planning	NA
Nutrition	Differentiates between healthy and unhealthy foods.

Standard 4

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

Benchmark	Grade 1 Expectation
Personal responsibility	Accepts personal responsibility by using equipment and space appropriately. Follows the rules or parameters of the learning environment.
Accepting feedback	Responds appropriately to general feedback from a teacher
Working with others	Works independently with others in a variety of class environments (e.g., small and large groups).
Respecting others	Discuss ways to accept other's ideas, cultural diversity and body types.
Rules and etiquette	Exhibits the established protocols for class activities.
Safety	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

Standard 5

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

Benchmark	Grade 1 Expectation
Health	Identifies physical activity as a component of good health.
Challenge	Understands that challenges in physical activities can lead to success.
Self-expression/ Enjoyment	Describes positive feelings that result from participating in physical activities. Discusses personal reasons for enjoying physical activities. (the "why").
Social interaction	Describes positive results gained from participating in physical activities with others.

Montana Content Standards

The State of Montana Health Enhancement Content Standards are available at:

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Health-Enhancement-Standards>

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.

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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AAHPERD is now SHAPE* America, March 2014. *Society of Health and Physical Educators

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

Text: Glencoe- McGraw/hill- Early student development Edition

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Health-Enhancement-Standards>
[2024 National Health Education Standards Educator Kit \(\[shapeamerica.org\]\(http://shapeamerica.org\)\)](https://opi.mt.gov/LinkClick.aspx?fileticket=5qMh6-fFgRQ%3d&portalid=182)
<https://opi.mt.gov/LinkClick.aspx?fileticket=5qMh6-fFgRQ%3d&portalid=182>

Approved: 03/11/2025