

Havre Public Schools HPE Second Grade

Course Information:

Grade Level: Grade 2 Health Enhancement

Length: Year

Period(s) Per Day: 3 Times per week, 65 minutes total

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 Lincoln-McKinley School a well-developed health and physical education course is important because it fosters a lifelong healthy lifestyle, as well as good body movements and mentally relieves stress.

As a result of students being engaged in health and physical education students develop physical skills with confidence. This will impact cognitive skills and academic behaviors.

Student And Course Objectives:

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

1. Identify and explain how health behaviors affect personal health.
2. 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.
3. Describe some ways to prevent childhood communicable diseases.
4. Describe common environmental factors that can affect health.
5. Give examples of how to be safe at school and in the community.
6. Identify ways to prevent and treat common childhood injuries.
7. Describe why it's important to seek health care.
8. Identify basic body systems and their function such as the circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous.
9. Identify how family and culture influence personal health practices and behaviors.
10. Identify ways that peers influence behavior.
11. Identify what the school can do to support personal health practices and behaviors.
12. Describe how the media can influence health behaviors.
13. Give examples of school or community policies that promote health and safety.
14. Identify trusted adults and professionals who can help promote health.
15. Identify ways to local school and community health and safety resources.
16. Identify healthy ways to express needs, wants, and feelings.
17. Use listening skills to enhance health.
18. Exhibit ways to respond in an unwanted, threatening, or dangerous situation.
19. Express ways to tell a trusted adult if threatened or harmed.
20. Identify situations when a safety and health-related decision is needed

21. Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed.
22. Describe ways to solve safety and health-related issues or problems.
23. Describe possible consequences of choices when making safety and health-related decisions.
24. Identify short-term personal health goals and take action towards achieving goals.
25. Identify who can help when assistance is needed to achieve a personal health goal.
26. Exhibit healthy behaviors toward self and others.
27. Exhibit healthy practices and behaviors to maintain or improve personal health.
28. Discuss behaviors that avoid or reduce health risk.
29. Make requests to promote health.
30. Identify ways to encourage others to make positive health choices; and
31. Describe health messages and communication techniques.

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

1. Perform basic locomotor, non-locomotor, and manipulative skills in mature patterns.
2. Perform rhythmic activity with correct response to simple rhythms.
3. Identify games, sports, or dances performed in other cultures.
4. Combine locomotor skills in general space to a rhythm or beat.
5. Recognize the balance of good nutrition with physical activity.
6. Describe physical activities outside health enhancement class.
7. Actively engage in health enhancement class in response to instruction and practice.
8. Identify physical activities which contribute to developing strength and fitness.
9. Describe warm-up and cool-down activities related to vigorous physical activity.
10. Practice skills with minimal teacher prompting.
11. Accept responsibility for class protocols with behavior and performance actions.
12. Accept specific corrective feedback from a teacher.
13. Recognize the role of rules and etiquette in teacher-designed physical activities.
14. Work independently with others in partner environments.
15. Recognize ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
16. Work independently and safely in physical activity settings.
17. Describe the value of "good health balance".
18. Compare physical activities that bring confidence and challenges.
19. Discuss positive results gained from participating in physical activities with others.

Montana Content Standard, 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 2

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.
 - Identifies the correct food group for a list of foods.
 - Identifies ways each of the Dietary Guidelines helps health.
 - Identifies reasons for brushing/flossing teeth.
 - Explains the proper amounts of sleep, e.g., K-3rd grade need 10 hours sleep, 4th grade and up need 9 hours.
- 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.
 - Explains the link between feelings and behaviors
 - Describes behaviors that benefit physical and mental health
 - Discusses what to do if you make a mistake.
 - Identifies stages of growth and development in childhood
 - Identifies stages of growth and development during a lifespan.
 - Names body systems and their function (e.g., circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous).
 - Identifies safety rules for sports and games.
 - Explains why being a good sport is needed to have good character.
- Describe some ways to prevent childhood communicable and chronic diseases.
 - Describes ways to prevent communicable disease, e.g., flu/vaccine, cold with fever/stay home.
 - Explains reasons for covering cough.
 - Explains reasons for sneezing into sleeve.
 - Explains reasons for hand washing.
 - Discusses ways to prevent and treat heart disease and diabetes, e.g., exercising and a healthy diet.
 - Understands non-communicable diseases cannot be passed from one person to another, e.g., cancer, heart disease, diabetes.
 - Identifies food safety practices, e.g., handwashing before meals, clean lunchbox, foods that need to be cooked/kept cold.
- Describe common environmental factors that can affect health.
 - Identifies some causes of allergies.
 - Identifies ways to manage allergies.
 - Identifies asthma triggers, e.g., cold air.
 - Identifies ways to treat asthma.
- Give examples of how to be safe at school and in the community.
 - Identifies safety rules for school/home.
- Identify ways to prevent and treat common childhood injuries.
 - Explains how and when to bandage a scrape/control a nosebleed
 - Explains how and why to prevent/protect from injury, e.g., bicycle helmet, sunscreen.
- Describe why it is important to seek health care.
 - Explains the importance of an annual health check- up to detect non-communicable diseases, e.g., diabetes.
 - Explains the importance of an annual dental check- up.

- Describes reasons for visiting an eye doctor.

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 ways in which family members promote a healthy lifestyle.
 - Discusses family rules for healthy behaviors, e.g., TV watching is limited.
 - Explains ways that family members help one another stay healthy.
 - Describes the importance of family time to talk about responsible behaviors.
- Identify ways that peers influence behavior.
 - Explains positive and negative pressure.
 - Gives examples of how to say 'no'.
- Identify what the school can do to support personal health practices and behaviors.
 - Participates in and understands reasons for school-sponsored health events.
- Describe how the media can influence health behaviors.
 - Investigates food ads that influence food choices.
 - Compares reliable vs. unreliable ads.
 - Describes helpful ways to check out an ad.
 - Knows how to determine what is healthful entertainment, e.g., choosing a computer game.
- Give examples of school or community policies that promote health and safety.
 - Models safety rules on 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.
 - Identifies adults who they can discuss feelings with.
 - Describes the roles of health helpers in the community, e.g., a health enhancement teacher, fireman, policeman, lifeguard.
 - Explain the information found on a food label.
 - Explains what to expect during a dental or medical exam.
 - Explains what happens during an eye exam and how to protect your vision.
 - Explains what happens during a hearing exam and how to protect your hearing.
 - Identifies safety rules for medicines.
 - Discusses warning labels.
 - Identifies safe ways to store medicine.
 - Explains harmful drugs and steps to help people using them.
 - Explains using health facts for health products.
 - Tells where to find safe and healthy products.
 - Explains how to make a 911 call.
 - Describes the difference between an emergency and non-emergency situation.
 - Describes what an emergency alert is, e.g., fire alarm, smoke alarm, CO2 detector

- Identify ways to locate school and community health and safety resources.
 - Identifies adults and professionals who help to promote regular physical activity.
 - Names people from the community who could help promote health, e.g., a school-wide cleanup project.

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.
 - Identifies healthful ways to share feelings.
 - Describes ways to express feelings so as to prevent conflicts.
 - Explains how to care for and respect others.
 - Describes ways to create a healthful relationship.
 - Explains what it means to show respect and be polite.
 - Describes various ways to show respect.
 - Describes the actions of true friends, e.g., include others, don't spread rumors, speak positively about others.
 - Explains the impact of different emotions on others.
 - Identify ways families are alike and different.
 - Discuss feelings family members may have.
 - Identifies ways to keep from fighting.
- Use listening skills to enhance health.
 - Explains how listening will show respect for others.
 - Explains how listening can promote good behavior.
 - Shows how body language and eye contact can enhance communication.
 - Demonstrates techniques of effective listening.
- Exhibit ways to respond in an unwanted, threatening, or dangerous situation.
 - Demonstrates how to say "no" to a wrong situation.
 - Explains ways to avoid secondhand smoke.
 - Explains various types of refusal skills and when to use them.
 - Describes a stranger.
 - Explains how risky situations can be avoided in the community, e.g., finding a needle, don't touch it but tell an adult.
 - Explains safety rules to prevent injuries from weapons.
 - Identifies harmful effects of alcohol on the mind, body and family members/friends.
 - Identifies effects of tobacco use on the mind, body and family members/friends.
- Express ways to tell a trusted adult if threatened or harmed.
 - Describes ways a parent or trusted adult can help in situations that make you feel uncomfortable or unsafe.

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.
 - Explains ways to make a wise decision.

- Describes what to do when frightened or scared.
- Explains how to say ‘no’ to drugs and alcohol, playing with matches.
- Demonstrates refusal skills.
- Demonstrates ability to say ‘no’ to friends suggesting risky situations.
- Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed.
 - Explains what to do if someone is injured or ill.
 - Explains what to do if someone is being bullied.
- Describe ways to solve safety and health-related issues or problems.
 - Explains rules for a safe playground
 - Explains safety rules for pedestrians, bicycles and bus riders.
 - Explains 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.
 - Explains why it is important to dress properly for various weather conditions.
 - Explains 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.
 - Discusses ways to be a good friend
 - Demonstrates ability to say ‘no’ to friends suggesting risky situations.
 - Explains ways to get help learning.
 - Identifies healthy habits.
 - Identifies name and function for each body system.
 - Explains ways to strengthen bones and muscles.
 - Identifies ways to care for the heart and lungs, stomach, and brain.
 - Plans a meal that follows Dietary Guidelines.
 - Names ways to help sleep.
 - Names ways to help rest.
 - Identifies diseases linked to secondhand smoke.
 - Sets a goal to stay away from secondhand smoke.
 - Identifies different types of germs.
 - Describes ways to protect self from germs.
 - Describe habits that prevent heart disease, e.g., eat right, exercise.
 - Discusses health habits that reduce the risk of certain cancers.
 - Make a health plan to choose habits to prevent cancer.
 - Discusses reasons to keep noise at a safe level.
 - Makes health plan to keep noise at a safe level.
 - Discusses ways to save energy, water and other resources.
 - Describes ways to encourage recycling.
 - Makes health plan to reuse items to save resources.
 - Describe safe ways to ride in a vehicle.
 - Describes safe limits on watching TV or playing computer games.
 - Summarizes daily activities and describes how they positively affect fitness and healthy living.

- Explains how daily activities can influence specific components of health-related fitness and healthy living.
- Identify who can help when assistance is needed to achieve a personal health goal.
 - Describes individuals who can assist in reaching dietary goals.
 - Identifies people in the school who can assist in achieving fitness 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.
 - Discusses why it is important to listen to others with respect.
 - Explains why it is important to treat others with respect.
- Exhibit healthy practices and behaviors to maintain or improve personal health.
 - Explains how heart health and muscle strength helps build fitness.
 - Explains how a warmup and cool down prevent injury.
 - Identify safety equipment that is worn for sports and exercise.
- Discuss behaviors that avoid or reduce health risks.
 - Describes ways to prepare foods safely.
 - Name ways to prevent land, water, air and noise pollution.
 - Designs a poster encouraging peers to avoid unhealthy behaviors.
 - Role-play situations in which a bully or some harmful situation is reported.
 - Describes why it is healthful to say ‘no’ to alcohol, tobacco and other drugs.
 - Discusses laws about the use of alcohol, tobacco and other drugs.
 - Identifies safety rules for home and Internet use.
 - Describes how and why to Stop, Drop and Roll.
 - Identify safety rules for guns.
 - Identify safe places to play.
 - Identify safety rules and safety equipment to prevent injury.
 - Identify safety rules for the playground.
 - Demonstrates how to cross the street safely.
 - Demonstrates bicycle safety rules and hand signals.
 - Identify ways to stay safe in earthquakes, storms, tornadoes, mudslides, and tsunamis.
 - Discuss the difference between safe and unsafe touch.
 - Identify adults to notify in case of unsafe touch.
 - 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.
 - Requests snacks and food that are healthy and nutritious.
 - Asks a parent to accompany them on a walk or physical activity that promotes health.
 - Asks others to pick up their litter.
 - Tells what might be in a health record (height/weight/allergies) and why the doctor talks about it with your parent or guardian.
 - Explains ways to cooperate with health helpers in the school and community.

- Discusses first aid for nosebleeds, scrapes, cuts, punctures, poisoning, choking, fractures, bee stings, bruises, burns, blisters, objects in the eye, skin rashes from plants and sunburn.
- Identify ways to encourage others to make positive health choices.
 - Describes why using a seat belt or booster seat is important for riding in a car safely.
 - Name ways to prevent land, water, air and noise pollution.
 - Designs a poster encouraging peers to avoid unhealthy behaviors.
 - Role-play situations in which a bully or some harmful situation is reported.
 - Demonstrates ways in which to be helpful to others
 - Shows (designs, draws, poster, pamphlet) to protect the environment.
 - Explains how to keep the environment friendly.
- Describe health messages and communication techniques.
 - Designs a poster with a health-related message.

Standards for Physical Education- Grade 2

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

Elementary School Physical Education Outcomes By the end of grade 5, the learner will:

- Exhibit competency in fundamental motor skills and selected combinations of skills
- Combine locomotor skills in cultural as well as creative dances (self and group), including those of traditional and contemporary American Indian cultures, with correct rhythm and pattern
- Use basic movement concepts in dance, gymnastics and small-sided practice tasks;
- Identify basic health-related fitness concepts;
- Exhibit acceptance of self and others in physical activities; and
- Identify the benefits of a physically active lifestyle.

Standard 1

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

Benchmark	Grade 2 Expectation
Locomotor Hopping, galloping, running, sliding, skipping, leaping	Skips using a mature pattern.
Locomotor Jogging, running	Runs with a mature pattern. Travels showing differentiation between jogging and sprinting
Locomotor Jumping and landing, horizontal Locomotor Jumping and landing, vertical	Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one-and two-foot take-offs and landings Demonstrates four of the five critical elements for jumping and landing in a vertical plane
Locomotor Dance	Performs a teacher/student- designed rhythmic activity with correct response to simple rhythms
Locomotor Combinations	NA
Non-Locomotor (Stability) Balance	Balances on different bases of support, combining levels and shapes.

Benchmark	Grade 2 Expectation
	Balances in an inverted position with stillness and supportive base.
Non-Locomotor (Stability) Weight Transfer	Transfers weight from feet to different body parts/bases of support for balances and/or travel.
Non-Locomotor (Stability) Weight transfer, rolling	Rolls in different directions with either a narrow or curled body shape.
Non-Locomotor (Stability) Curling & Stretching, Twisting & bending	Differentiates between twisting, curling, bending and stretching actions.
Non-Locomotor Combinations	Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics).
Non-Locomotor Balance and weight transfers	NA
Manipulative Underhand Throw	Throws underhand using a mature pattern
Manipulative Overarm throw	Throws overarm demonstrating two of the five critical elements of a mature pattern.
Manipulative Passing with hands	NA
Manipulative Catching	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
Manipulative Dribbling/ball control with hands	Dribbles in self-space with preferred hand demonstrating a mature pattern. Dribbling using a dominant hand while walking in general space.
Manipulative Dribbling/ball control with feet	Dribbles with the feet in general space with control of ball and body.
Manipulative Passing and receiving with feet	NA
Manipulative Dribbling in combination	NA
Manipulative Kicking	Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of a mature pattern.
Manipulative Volley, underhand	Volleys an object upward with consecutive hits.
Manipulative, Volley, overhead	NA
Manipulative Striking, short implement	Strikes an object upward with a short-handed implement using consecutive hits.
Manipulative Striking, long implement	Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.
Manipulative in combination with locomotor	NA
Manipulative Jumping Rope	Jumps a self-turned rope consecutively forward and backward, with a mature pattern. Jump a long rope five times consecutively with student turners.
Movement Concepts Dance	Identify games, sports, or dances performed in other cultures.
Movement Concepts Space	Combines locomotor skills in general space to beat or rhythm.

Benchmark	Grade 2 Expectation
Movement Concepts Pathways, shapes, levels	Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.

Standard 2

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

Benchmark	Grade 2 Expectation
Movement Concepts Speed, direction, force	Varies time and force with gradual increases and decreases.
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 2 Expectation
Physical activity knowledge	
Engages in physical activity	Actively participates in health enhancement class
Fitness knowledge	Recognizes that physical activity causes physical changes. Recognizes that when you move fast, your heart rate beats faster, and you breathe faster. Practice warm-up and cool-down activities relative to vigorous physical activity
Assessment and program planning	NA
Nutrition	Recognizes that food provides energy for physical activity.

Standard 4

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

Benchmark	Grade 2 Expectation
Personal responsibility	Practices skills with minimal teacher prompting. Accepts responsibility for class protocols with behavior and performance actions.
Accepting feedback	Follows instruction and direction when prompted.
Working with others	Works independently with others in partner environments.
Respecting others	Recognize ways to accept other's ideas, cultural diversity and body types during games and physical activities
Rules and etiquette	Recognizes the role of rules and etiquette in teacher-designed physical activities.
Safety	Works independently and safely in physical education. Works safely with physical education equipment.

Standard 5

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

Benchmark	Grade 2 Expectation
Health	Describes the value of “good health balance.”
Challenge	Compares physical activities that bring confidence and challenges.
Self-expression/ Enjoyment	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).
Social interaction	Discusses positive results gained from participating in physical activities with others.

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).

Textbook- Health & Wellness Grade 2

Meeks, Linda., & Heit, Philip. Health & Wellness Grade 2. 1st ed., McGraw-Hill, 2014

OPI guidance found in the OT/PT guide

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

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