

Havre Public Schools HPE Seventh Grade

Course Information:

Grade Level: 7 Health Enhancement

Length: Semester

Period(s) Per Day: 4 Times per week, 54 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:

- Discuss the relationship between healthy behaviors and personal health;
- Describe the benefits of and barriers to practicing healthy behaviors;
- 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;
- Analyze the potential consequences of engaging in risky behaviors;
- Identify characteristics of physical, mental, emotional, family, and social health, including traditional and contemporary strategies from American Indian cultures;
- Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases;
- Discuss ways environmental factors affect health;
- Analyze ways in which safe and healthy school and community environments can promote personal health;
- Describe ways to reduce or prevent injuries and other adolescent health problems;
- Explain how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits;
- Define human body systems, their function and their interrelationship with one another;
- Identify basic structures and functions of the male and female reproductive health systems;
- Explain how family and culture influence the health of adolescents;
- Explain how the perception of societal norms influence healthy and unhealthy behaviors;

- Explain the influence of personal values and beliefs on individual health practices and behaviors;
- Describe how peers influence healthy and unhealthy behaviors;
- Explain how the school, tribe, and community can affect personal health practices and behaviors;
- Explain how messages from media influence health behaviors;
- Explain the influence of technology on personal and family health;
- Compare and contrast how school, public, and tribal health policies can influence health promotion and disease prevention;
- Analyze the validity of health information, products, and services;
- Access valid health information from home, school, tribe, and community;
- Describe situations that may require professional health services;
- Use refusal and negotiation skills that avoid or reduce health risks;
- Use effective conflict management or resolution strategies;
- Discuss how to ask for assistance to enhance the health and safety of self and others;
- Identify circumstances that can help or hinder safe and healthy decision making;
- Determine when safety and health-related situations require the application of a thoughtful decision-making process;
- Determine when individual or collaborative decision making is appropriate;
- Distinguish between safe, healthy, and unhealthy alternatives to health-related issues or problems;
- Predict the potential short-term and long-term impact of health and safety-related options on self and others;
- Analyze the outcomes of safety and health-related decisions;
- Develop a goal to adopt, maintain, or improve personal health practices;
- Assess personal health practices;
- Apply strategies and skills needed to attain a personal health goal;
- Describe how personal health goals can vary with changing abilities, priorities, and responsibilities;
- Analyze healthy practices and behaviors that will maintain or improve the health of self and others;
- Explain the importance of assuming responsibility for personal health behaviors;
- Describe behaviors to avoid or reduce health risks to self and others;
- State a health-enhancing position on a topic and support it with accurate information;
- Describe how to influence and support others to make positive health choices; work cooperatively to advocate for healthy individuals, families, tribes, and schools; and
- 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:

- Perform with mature form, locomotor, non-locomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.
- 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;
- Research the history and origin of various games, sports, and dance, including those of traditional and contemporary American Indian cultures;
- Use tactics to create open space and close space during small-side play by combining locomotor movements;
- Describe and apply a variety of movement concepts;
- Describe the relationship between poor nutrition and health risk factors;
- Identify the five components of health-related fitness and explain the connection between fitness

- and overall physical and mental health;
- Identify forms of technology and social media that support a healthy, active lifestyle;
- Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class;
- Plan and implement a program to enhance personal fitness;
- Compare and contrast health-related fitness components;
- Describe the role of stretching and flexibility in injury prevention;
- Explain how body systems interact with one another during physical activity;
- Accept responsibility for improving one's own levels of physical activity and fitness;
- Explain practices that promote responsible behavior of self and others in a variety of physical activities;
- Provide encouragement and feedback to peers without prompting from teacher;
- Apply rules and etiquette by acting as an official during modified games, dance and rhythm;
- Cooperate with classmates on problem-solving initiatives during adventure activities, large group initiatives, and game play;
- Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts;
- Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects;
- Identify safety concerns and use physical activity and fitness equipment appropriately;
- Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health;
- Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge;
- Compare and contrast various physical activities for their social benefit.

Content Pacing

Each unit is 3 weeks long: 2 days per week are unit days and 2 days per week are fitness days

Physical Education Units: Softball, Native American games (1 week), badminton, archery, volleyball, basketball

Fitness days- 1 day focuses on muscular strength and endurance, flexibility and 1 day focuses on speed, agility, cardiovascular endurance, flexibility

Health is taught the last week of each month

- Health lessons- reproductive health, building character, mental/emotional health, conflict resolution, alcohol, drugs, vaping

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 7

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.
 - Identifies different kinds of food-borne illnesses and their causes, symptoms, and treatments.
 - Identifies the causes, symptoms, diagnosis and treatment of common communicable diseases.
 - Examines how healthy behaviors influence personal health, e.g., how nutritional choices can positively or negatively affect one's immediate and long-term health.
 - Describes warning signs/behavioral patterns, and health supports for those experiencing unhealthy habits.
 - Identifies female and male secondary sex characteristics.
 - Lists and defines each of the female and male reproductive organs.
 - Explains what occurs during the menstrual cycle.
 - Discusses habits that females and males can practice to protect reproductive health.
 - Describes 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.
 - Determines barriers to practicing healthy behaviors, e.g., nutrition; excuses people use for not exercising.
 - Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.
- 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.
 - Explains the risks of teen pregnancy and parenthood.
 - Explains how alcohol use, drug use, tobacco use, violence, poor nutrition and lack of exercise may cause injury or illness.
 - Examines health consequences of eating disorders.
 - Describes possible injuries or illness that can be attributed to substance abuse, poor nutrition, lack of exercise, sexual activity, violence, and inadequate coping skills/stress management.
- Analyze the potential consequences of engaging in risky behaviors.
 - Explains the risks of teen pregnancy and parenthood.
 - Explains how alcohol use, drug use, tobacco use, violence, poor nutrition and lack of exercise may cause injury or illness.
 - Examine health consequences of eating disorders.
 - Describes possible injuries or illness that can be attributed to substance abuse, poor nutrition, lack of exercise, sexual activity, violence, and inadequate coping skills/stress management.
 - Identify characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.
 - Explains ways to be a self-directed learner.
 - Differentiates between a chronic health condition and an acute health condition.
 - Discusses chronic health conditions and ways to manage them.

- Summarizes the interrelationship of emotional, social, and physical health in adolescence, e.g., how a peer group can affect multiple dimensions of health (food choices, participation in unhealthy activities); how family changes (moving, divorce, death) can impact emotional, social and physical health.
- Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.
 - Describes universal precaution practices.
- Discuss ways environmental factors affect health.
 - Discusses ways to manage and treat allergies.
 - Discusses asthma, including signs of an asthma attack, asthma triggers, and ways to avoid asthma triggers.
 - Identifies environmental conditions (e.g., physical social, community) that are potentially harmful to personal health.
 - Analyzes the number of fast-food outlets in the community and the effects of excessive calorie consumption on personal health.
- Analyze ways in which safe and healthy school and community environments can promote personal health.
 - Discusses 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.
 - Explains ways to reduce or prevent health risks among adolescents, e.g., body piercing/tattoos, obesity.
 - Lists ways to practice abstinence from behaviors that put one at risk, including sexual, drug, tobacco and alcohol use.
 - Describes ways appropriate health care 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 importance of seeking health care when experiencing a health issue.
 - Identifies health facilities and support services in the community.
 - Lists benefits of health care during pregnancy.
 - Discusses conception and the stages of pregnancy.
- Define human body systems, their function and their interrelationship with one another.
 - Discusses how the female and male body changes during adolescence.
- Identify basic structures and functions of the male and female reproductive health systems.
 - Identifies female and male secondary sex characteristics.
 - Lists and defines each of the female and male reproductive organs.
 - Explains what occurs during the menstrual cycle.
 - Discusses habits that females and males can practice to protect reproductive 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.

- Explain how family and culture influence the health of adolescents.
 - Describe the importance of exercise for your family and provide examples of ways the family

- is physically active.
 - Gives examples of ways in which families communicate about health issues and concerns.
 - Discusses how culture impacts family health.
- Explain how the perception of societal norms influences healthy and unhealthy behaviors.
 - Identifies how culture conveys accurate and inaccurate messages about appearance and body image.
 - Identifies signs and symptoms of eating disorders.
 - Describes the prevention and treatment of eating disorders.
 - Gives examples of group norms that improve the physical, emotional, and social health of an individual.
 - Identifies how personal eating habits are influenced by societal norms.
 - Identifies how perceptions of norms can negatively or positively influence behaviors (e.g., not all teens smoke).
- Explain the influence of personal values and beliefs on individual health practices and behaviors.
 - Identifies how individual personal beliefs are expressed through personal health decisions.
 - Describes how personal beliefs influence an individual's treatment of peers.
- Describe how peers influence healthy and unhealthy behaviors.
 - Discusses how peer interaction is influenced by the current culture, fads.
 - Describes techniques used to influence peers to participate in unhealthy behaviors, e.g., smoking.
 - Gives examples of the different ways peers can positively or negatively influence another's self-image/self-esteem.
- Explain how the school, tribe, and community can affect personal health practices and behaviors.
 - Identifies types of healthy food/drink choices that could be included in a school vending machine.
 - Describes how teachers, counselors, nurses, and administrators help students report problems or obtain assistance when faced with unsafe situations.
- Explain how messages from media influence health behaviors.
 - Discusses ways to evaluate the messages in media.
 - Discusses appeals found in food ads.
 - Describes how the media sends mixed messages about nutrition.
 - Examines a variety of alcohol/tobacco advertisements and the messages being sent to adolescents.
 - Analyzes the influence of tobacco ads.
 - Analyze ways commercials try to make drinking appealing.
 - Analyzes the influence of ads for jeans and other clothing items on a teen's body image.
 - Lists health products for grooming.
 - Analyzes the influence of a computer game.
- Explain the influence of technology on person and family health.
 - Identifies how technology can be used to improve personal health.
 - Interprets how new forms of technology can help monitor individual health (e.g., pedometer, diabetes monitor, heart monitor, fitness assessment tool).
- Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
 - Discusses how using tobacco can increase the risk of using other drugs.
 - Gives examples of how peers pressure teens to consume alcohol.
- Compare and contrast (Explain) how school, public and tribal health policies can influence health

promotion and disease (prevention).

- Identifies the immunization policy for children entering school.

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 knowledge.
 - Lists the information learned from reading a food label.
 - Compares food labels for two similar foods.
 - Identifies information found on a label for a prescription drug.
 - Distinguishes between facts and myths concerning alcohol and substance abuse.
 - Examines commonly held beliefs concerns HIV and its transmission and distinguishes between fact and fallacy
- Access valid health information from home, school, tribe, and community.
 - Describes the purpose of a smoking cessation program.
 - Gathers facts on environmental issues.
 - Analyzes places where youth and family can be physically active.
 - Demonstrates the ability to locate school and community resources to assist with problems related to alcohol and other substance abuse.
 - Explains reasons to have a physical examination.
 - Identifies vaccines and tells why and when they are recommended.
 - Discusses the role of the school counselor, school psychologist, school nurse, and local services within the community in helping students with mental health issues.
- Determine the accessibility of products that enhance health.
 - Explains types of health products for grooming.
 - Identifies guidelines for the responsible use of prescription and OTD drugs.
 - Discusses the importance of consulting a parent before purchasing a product to enhance health.
- Describe situations that may require professional health services.
 - Identifies kinds of problems families might have and how to get help for them.
 - Discusses treatment and recovery for people who abuse drugs and the families of those who abuse drugs.
 - Discusses resources available for people who have been victims of 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 traits that build character and promote health.

- Lists strategies for effective communication.
- Explains ways to communicate nonverbally.
- Lists guidelines to follow to maintain healthful family relationships.
- Describes different types of relationships.
- Discusses healthful ways to make new friends.
- Evaluates risk and benefits of using social networking sites.
- Discusses healthful and harmful ways of grieving.
- Demonstrates ways to communicate care, consideration and respect for self and others.
- Demonstrates healthy ways to express needs, wants, and feelings.
- Use refusal and negotiation skills that avoid or reduce health risks.
 - Discusses how to use resistance skills to maintain good character.
 - Lists steps used to resolve conflict by mediation.
 - Explains how peer pressure influences decisions.
 - Explains why abstinence from sex is a responsible decision.
 - Demonstrates refusal skills to maintain a drug-free lifestyle.
 - Uses refusal skills if pressured to misuse or abuse drugs.
 - Demonstrates how to use refusal skills to prevent HIV infection.
 - Identifies choices that support the decision to practice abstinence.
- Use effective conflict management or resolution strategies.
 - Identifies some causes of conflict.
 - Describes ways to resolve conflict using different conflict response styles.
 - Gives examples of harmful relationships.
 - Explains what to do about harmful relationships.
- Discuss (Demonstrate) how to ask for assistance to enhance the health and safety of self and others.
 - Identifies resources to help with difficult family relationships, including abuse and violence
 - Identifies people who could support during a time of grieving.
 - Identifies who and how to ask for help when being bullied, including cyberbullying.
 - Identifies when to ask for help with mental and emotional health problems.

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.:
 - List factors that contribute to teens choosing to use illegal drugs.
 - Summarizes factors involved in teens choosing to use fad diets to manage weight.
- 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.:
 - Demonstrates the ability to assess personal strengths, needs, and health risks before making a health choice.
 - Identifies resources for students living in an at-risk environment.
- Demonstrates decision making skills that value healthy choices, e.g.:

- Chooses ways to protect skin from sun exposure when engaging in outdoor activities.
- Evaluates a menu plan using MyPlate guidelines to determine if the caloric intake is appropriate for age, weight and activity level.
- Determine (Distinguish) when individual or collaborative decision making is appropriate.
 - Decides whom to contact for support when confronted with peer pressure for engaging in unhealthy behaviors.
 - Determines who to turn to for assistance when a friend tells you about harming themselves.
- Distinguish between safe, healthy and unhealthy alternatives to health-related issues or problems.
 - Describes the correlation between self-esteem and alcohol and drug use.
 - Evaluates the short-term and long-term consequences of physical inactivity on chronic health conditions.
- 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 effects of consuming energy drinks.
 - Analyzes the short-term and long-term consequences of tobacco use on athletic performance.
- Analyze the outcomes of safety and health-related decisions.
 - Analyzes potential consequences of harmful and healthy behaviors, e.g.:
 - Explains the benefits of proper hydration during physical activity.

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.
 - Distinguishes between the three parts of health.
 - Describes the four kinds of health literacy.
 - Practices behaviors that promote a healthy mind.
 - Explains how to deal with anxiety, insecurity and depression.
 - Describes the body's response to stress.
 - Explains how to cope with stress and be resilient.
 - Discusses ways to deal with grief and depression.
 - Identifies ways in which individuals differ in growth and development.
 - Describes different eating styles.
 - Explains how to plan, shop for, and prepare healthful meals and snacks.
- Develop a goal to adopt, maintain, or improve personal health practices.
 - Identifies ways to improve self-esteem.
 - Identifies and changes behaviors that are sources of stress.
 - Discusses habits that help you learn and stay mentally alert.
 - Discusses diet choices that reduce the risk of developing premature heart disease.
 - Determines healthful weight and body composition.
 - Identifies the five kinds of health-related fitness.
 - Identifies physical activities that help you achieve and maintain health-related fitness.
 - Describes exercises that are used in tests to measure health-related fitness.
 - Identifies six fitness skills you can use in sports and games.
 - Identifies short-term and long-term goals to include in a physical fitness plan.

- Explains why harmful drug use increases the risk of accidents and violence.
- Apply strategies and skills needed to attain a personal health goal.
 - Describes ways to become a responsible adult.
 - Assesses health risks associated with being overweight and underweight.
 - Identifies strategies for healthful weight management.
 - Discusses ways physical activity improves health.
 - Explains how drug misuse and abuse affect the three parts of health.
 - Explains how drug misuse and abuse affect society.
 - Explains why harmful drug use, including alcohol abuse, increases 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 reasons to choose healthful entertainment.
 - Explains how to protect self from bullies.
 - Informs a responsible adult if someone talks about using a weapon.
- Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
 - Differentiates between a responsible decision and a wrong decision.
 - Describes different kinds of social media stressors.
 - Describes how to plan healthful meals in a variety of settings.

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 behaviors that indicate a person might be considering suicide and actions to take to get help.
 - Discusses suicide prevention strategies.
 - Describes how to adjust to family changes.
 - Summarizes the special needs related to caring for older family members.
 - Lists reasons to practice abstinence.
 - Discusses reasons to practice abstinence and avoid teen pregnancy and parenthood.
 - Describes protective factors and risk factors for drug use.
 - Identifies the causes, symptoms, diagnosis, and treatment of common communicable diseases.
 - Identifies ways to reduce the risk of infection with communicable diseases.
 - Discusses 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.

- Discusses Internet safety and cyberbullying
- Explain the importance of assuming responsibility for personal health behaviors.
 - Explains ways to take responsibility for health.
 - Differentiates between risk behaviors and healthful behaviors.
 - Identifies influences on character and actions.
 - Details the structure and function of the body systems, including the reproductive system.
 - Discusses ways to protect and promote the health of the body systems.
 - Identifies habits that help maintain physical and mental health into late adulthood.
 - Discusses ways to reduce the risk of food-borne illnesses.
 - Lists grooming habits for the care of skin, hair, and nails.
 - Discusses ways to get a good night's sleep.
 - Discusses ways technology and other resources influence physical activity choices.
 - Identifies types and sources of nutrients.
 - Discusses how to distinguish between foods that are healthful and those that do not contain many nutrients.
 - Identifies the recommended daily amounts of foods from MyPlate.
 - Describes how to use the Dietary Guidelines.
 - Describes common physical activity-related injuries and illnesses.
 - Discusses ways to reduce the risk of physical activity-related injuries and illnesses.
 - Distinguishes between drug misuse and abuse.
 - Identifies types of tobacco products and their harmful ingredients.
 - Identifies the harmful effects of using tobacco products.
 - Describes factors that affect BAC.
 - Describes the effects of varying levels of BAC.
 - Discusses ways pathogens can be spread.
 - Describes how the immune system responds to pathogens.
 - Lists ways to keep the immune system healthy, including getting adequate rest.
 - Lists risk factors for HIV infection.
 - Explains how HIV infection progresses to AIDS.
 - Discusses tests to determine HIV status.
 - Discusses ways to reduce the risk of HIV infection.
 - Identifies risk factors for cardiovascular disease.
 - Discusses ways to reduce the risk of high blood pressure, stroke, and atherosclerosis.
 - Discusses the symptoms, treatment, and risk factors for diabetes.
 - Lists forms of violence.
- Describe behaviors to avoid or reduce health risks to self and others.
 - Examines the effects of prolonged stress on the body, mind, and relationships.
 - Identifies the harmful effects of secondhand smoke.
 - Discusses short-term and long-term effects of drinking on the mind and body.
 - Explains why drug mixing can cause injury, illness, and death.
 - Describes ways violence affects teens.

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.
 - Discusses the health risks associated with anabolic steroid use in sports.
 - Discusses the role of coaches, sports officials, and spectators in maintaining a safe environment.
 - Discusses ways air pollution affects the environment.
 - Explains what causes air pollution.
 - Discusses ways you can help keep the air clean.
 - Explains ways indoor air pollution can harm health.
 - Discusses health benefits of maintaining water quality.
 - Discusses ways water becomes polluted.
 - Discusses guidelines for disposing of hazardous wastes.
 - Discusses sources of noise pollution and its harmful effects.
 - Discusses ways to pre-cycle, reuse, recycle, and dispose of waste.
 - Discusses the causes and risks of land pollution.
 - Describes ways to protect land and dispose of hazardous waste.
- Describe how to influence and support others to make positive health choices.
- Work cooperatively to advocate for healthy individuals, families, tribes and schools.
 - Advocates for sportsmanship as either a spectator or participant in sports.
 - Describes ways to keep water clean and safe.
 - Explains ways to keep noise at a safe level in your community.
- Identify ways in which health-related messages and communication techniques can be altered for different audiences.
 - Explains why death of a young person is especially difficult for others.
 - Explains why you might grieve when a well-known person dies.
 - Discusses ways to protect the natural environment.
 - Discusses ways to conserve land and natural resources.
 - Discusses the role of environmental agencies.

Standards for Physical Education- Grades 6-8

https://opi.mt.gov/Portals/182/Page%20Files/Health%20%26%20Physical%20Education/16JulyHEStandards_OverviewTable.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 7 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).
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	Shots 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 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 is 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 7 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).
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 7 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 team 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 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 7 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 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 7 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 is 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 To Teach Unit

Archery	2x week for 3 weeks
Aerobic fitness	1x week for 18 weeks
Strength fitness	1x week for 18 weeks
PFT tests	6 tests- pre/post tests
Soccer	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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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

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

[2024 National Health Education Standards Educator Kit \(shapeamerica.org\)](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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