Havre Public Schools HPE High School Functional Aerobic Training

Course Information:
Grade Level: Functional Aerobic Training Grade 11
Length: Semester
Period(s) Per Day: 1 period / 50 minutes

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)

This course is designed to provide students in the 11th grade with an alternative to Physical Conditioning and Life and Recreation as well as to provide a comprehensive understanding of a safe and effective avenue of physical activity and self-improvement through cardiovascular training as well as mindfulness training (Yoga/Pilates). Students will be able to develop physical strength and endurance, improve overall fitness, prevent injuries, and support their long-term health goals while fostering a positive mindset towards health education. Student growth will be measured in the following ways: participation, effort and improvement in physical, mental and social development.

Course And Student Objectives:
The health education content standards for ninth through twelfth grade are that each student will:

1. Compare and contrast the potential consequences of engaging in risky behaviors.
2. Analyze the interrelationships of physical, mental, emotional, family, and social health on personal health, including those of American Indian cultures and practices.
3. Compare and contrast various ways to prevent communicable diseases.
4. Analyze how environmental factors and personal health are interrelated.
5. Analyze how genetics and family history can impact personal health.
6. Compare and contrast ways to advocate for safe and healthy school and community environments to promote personal health.
7. Propose ways to reduce or prevent injuries and health problems.
8. Analyze the relationship between access to health care and health status, including the unique issues regarding American Indians and health care benefits resulting from treaty obligations.
9. Analyze human body systems, their function and their interrelationship with one another.
10. Explain the natural body changes of reproductive health.
11. Explain fertilization, conception and how the baby's sex and inherited traits are determined.
12. Compare and contrast how physical, mental, social, spiritual, and cultural factors influence attitudes about sexuality.
13. Compare and contrast how family and culture influence the health of individuals.

14. Explain how the perception of societal norms influences healthy and unhealthy behaviors, including those of American Indian cultures and practices;
15. Explain the influence of personal values and beliefs on individual health practices and behaviors.
16. Explain how peers influence healthy and unhealthy behaviors.
17. Evaluate how the school, tribe, and community can affect personal health practices and behaviors.
18. Evaluate the effect of media on personal and family health.
19. Evaluate the impact of technology on personal, family, and community health.
20. Explain how public health policies and governmental regulations, including tribal, can influence health promotion and disease prevention.
21. Evaluate the validity of health information, products, and services.
22. Use resources from home, school, tribe, and community that provide valid health information.
23. Determine the accessibility of products and services that enhance health.
24. Determine when professional health services may be required.
25. Use skills for communicating effectively with family, peers, and others to enhance health, including those of traditional and contemporary American Indian cultures and practices.
26. Use refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
27. Use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
28. Discuss how to ask for and offer assistance to enhance the health and safety of self and others.
29. Examine barriers that can hinder safe and healthy decision making.
30. Determine the value of applying a thoughtful decision-making process in safety and health-related situations.
31. Justify when individual or collaborative decision making is appropriate.
32. Generate alternatives to safety and health-related issues or problems.
33. Analyze the potential short-term and long-term impact of health and safety alternatives on self and others.
34. Evaluate the effectiveness of safety and health-related decisions.
35. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
36. Assess personal health practices and overall health status.
37. Implement strategies and monitor progress in achieving a personal health goal.
38. Formulate an effective long-term personal health plan.
39. Discuss ways to advocate for a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
40. Analyze the role of individual responsibility for enhancing health.
41. Discuss ways to advocate for a variety of behaviors to avoid or reduce health risks to self and others.
42. Use accurate peer and societal norms to formulate a health-enhancing message.
43. Advocate for behaviors and practices that will support others in making positive health choices.
44. Work cooperatively as an advocate for improving personal, family, and community health; and
45. Adapt health-related messages and communication techniques to target audiences.

Content Pacing & Outline:

Aerobic Training
Anaerobic Training
Functional Movement Training

Strength Training
Bicycle
Indoor / Outdoor Run
Yoga
Pilates

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: Grades 9-12
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.

Because each Standard's Performance Indicators are more intricately interwoven at the high school level than any of the other grade levels, the health goals are categorized by the following: Life Skills, Mental and Emotional Health, Growth and Development, Alcohol, Tobacco and Other Drugs, Communicable and Chronic Diseases, and Consumer and Community Health rather than by Performance Indicator.

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.

- Predict how healthy behaviors can affect health status.
- Compare and contrast the benefits of, and barriers to, practicing a variety of healthy behaviors.
- Develop personal health-enhancing strategies for issues such as substance abuse prevention, nutrition, exercise, sexual activity, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.
- Compare and contrast the potential consequences of engaging in risky behaviors.
- Analyze the interrelationships of physical, mental, emotional, family, and social health on personal health, including those of American Indian cultures and practices.
- Compare and contrast various ways to prevent communicable diseases.
- Analyze how environmental factors and personal health are interrelated.
- Analyze how genetics and family history can impact personal health.
- Compare and contrast ways to advocate for safe and healthy school and community environments to promote personal health.
- Propose ways to reduce or prevent injuries and health problems.
- Analyze the relationship between access to health care and health status, including the unique issues regarding American Indians and health care benefits resulting from treaty obligations.
- Analyze human body systems, their function and their interrelationship with one another.
- Explain the natural body changes of reproductive health.

- Explain fertilization, conception and how the baby's sex and inherited traits are determined.
- Compare and contrast how physical, mental, social, spiritual, and cultural factors influence attitudes about sexuality.
    - Discusses steps to follow to comprehend health concepts related to health promotion and disease prevention.
    - Take responsibility for health by comprehending health concepts related to health promotion and disease prevention.
    - Describes the health triangle and the ten content areas for well-being.
    - Identifies life skills to practice.
    - Discusses four kinds of skills needed to be a health literate person.
    - Discusses ways parents and guardians teach family values.
    - Identifies traits and behaviors associated with having good character.
    - Describes responsible actions that promote positive self-esteem.
    - Lists and discusses ways to develop, maintain, or improve self-respect.
    - Lists ways a positive social-emotional environment improves health status.
    - Lists and discusses strategies to improve the social-emotional environment
    - Explains how a baby is conceived and how the baby's sex and inherited traits are determined.
    - Explains how pregnancy is determined.
    - Explains why prenatal care is important.
    - Describe what someone needs to know to be a good child-sitter.
    - Describes ways to care for infants and toddlers.
    - Describe ways to care for young children.
    - Explains how illegal use of stimulants, sedative-hypnotics, narcotics, and hallucinogens harms health.
    - Describes the physical and emotional effects of marijuana.
    - Determines how the illegal use of anabolic-androgenic steroids harms health.
    - Explains harmful effects of inhalants.
    - Practices resistance skills to use when resisting peer pressure to use illegal drugs.
    - Develop and analyze strategies to prevent infection with communicable diseases.
    - Explain how the immune system responds when a pathogen enters the body.
    - Discusses ways to develop active and passive immunity.
    - Explains the hierarchy of federal, state, county, and city health laws.
    - Discusses consumer rights.

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.

- Compare and contrast how the family and culture influence the health of individuals.
- Explain how the perception of societal norms influence healthy and unhealthy behaviors, including those of American Indian cultures and practices.
- Explain the influence of personal values and beliefs on individual health practices and behaviors.
- Explain how peers influence healthy and unhealthy behaviors.
- Evaluate how the school, tribe, and community can affect personal health practice and behaviors.

- Evaluate the effect of media on personal, family and community health.
- Explain how public health policies and governmental regulations, including tribal, can influence health promotion and disease prevention.
    - Discusses the steps to follow to analyze the influence of family, peers, culture, tribe, media, technology, and other factors on health behaviors.
    - Identifies questions to ask when evaluating ads.
    - Explains why it is important to be media literate.
    - Identifies various appeals used in advertisements.
    - Describes behaviors typical of people who relate in harmful ways, including the people pleaser, the enabler, the clinger, the fixer, the distance, the controller, the center, the abuser, the liar, and the promise breaker.
    - Explains why some people get involved in harmful relationships.
    - Evaluates the negative effects harmful relationships might have on health status.
    - Discusses laws regarding the sale and use of tobacco.
    - Discusses how tobacco companies try to convince minors to use tobacco products.
    - Explains why adults are concerned with the amount of time teens spend on entertainment.
    - Lists guidelines to follow when choosing entertainment and using online and digital media.
    - Lists ways health can be harmed by inappropriate entertainment choices.
    - Gives evidence for the link between media violence and violent behavior.
    - Discusses characteristics of gang members.
    - Identifies different roles of gang members.
    - Discusses reasons why it is risky to belong to a gang.
    - Explains how a gang can cause conflict in schools, families, tribes, and communities.
    - Analyzes why teens join gangs.

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.

- Evaluate the validity of health information, products, and services.
- Use resources from home, school, tribe, and community that provide valid health information.
- Determine the accessibility of products and services that enhance health.
- Determine when professional health services may be required.
    - Discuss steps to access valid information, products, and services to enhance health.
    - Describes what should be included in a family health history.
    - Explain how to keep a personal health record.
    - Differentiates between kinds of depression, possible causes, symptoms, and treatments for depression. *Identifies strategies for coping with depression.
    - Identifies warning signs for suicide and discusses suicide prevention strategies.
    - Discusses steps teens might take to be resilient.
    - Discusses causes of dysfunctional family relationships and identify steps to improve these relationships.
    - Discusses behaviors of codependent people.
    - Discusses the purposes of recovery programs.
    - Lists and describes the five elements required on all food labels.
    - Discusses other information found on food labels.

- Identifies what takes place during typical physical, eye, hearing, and dental examinations.
- Identifies symptoms that should prompt individuals to seek health care.
- Identify symptoms that indicate a need for an ear exam, factors that can lead to hearing loss, and ways to protect against hearing loss.
- Identifies ways to protect your eyes and conditions and diseases that can affect the eye.
- Discusses how to keep hair clean, what to do about dandruff, products for hair care, and hair removal.
- Explain how to prevent body odor, protect the skin, and care for fingernails and artificial nails.
- Discusses common foot problems, including athlete's foot, ingrown toenails, blisters, calluses, corns, bunions, and foot odor.
- Discusses steps teens can take to help someone who misuses or abuses drugs.
- Explain what happens during formal intervention.
- Explain what happens during detoxification.
- Lists of kinds of treatment available for people who are drug dependent.
- Discusses why family members and friends of people who are drug dependent may need treatment.
- Explains how to prevent the spreading of pathogens, including immunizations that protect health.
- Develop and analyze strategies to prevent infection with communicable diseases.
- Lists steps that can be taken to be a successful consumer.
- Describes laws that protect health.
- Lists questions that can be used to evaluate a health care provider.
- Discusses the credentials of various health care providers.
- List types of managed care programs and discusses Medicare and Medicaid.
- Outlines major provisions in the Affordable Care Act known as Healthcare Reform.
- Explain five types of coverage in health insurance plans.
- Discusses various health care facilities.
- Lists of ways to investigate health careers.
- Explain what it means to be licensed and have certification for a health career.
- Lists of public health agencies.
- Explains why public health in the United States has improved during the past century.
- Lists global environmental issues. *Identifies the connection between the population and the environment.
- Discusses facts related to families and children who are homeless.
- Discusses the contents of a first aid kit and where they should be located.
- Distinguishes between actual and implied consent.

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.

- Use skills for communicating effectively with family, peers, and others to enhance health, including those of traditional and contemporary American Indian cultures and practices.
- Use refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

- Use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- Discuss how to ask for and offer assistance to enhance the health and safety of self and others.
    - Identify statements used to bring about responsible decisions.
    - Explains how to resist negative peer pressure.
    - Demonstrates how to use resistance skills.
    - Explain steps you can take to be assertive and self-confident.
    - Describes types of conflict, conflict response styles, conflict resolution skills, and mediation.
    - Demonstrates how to use conflict resolution skills.
    - Discusses ways to avoid discriminatory behavior.
    - Describes responsible actions that promote positive self-esteem.
    - Lists and discusses ways to develop, maintain, or improve self-respect.
    - Explains the mind-body connection.
    - Identifies strategies for coping with depression.
    - Identifies causes of loss and grief.
    - Identifies symptoms of loss and grief.
    - Identifies the five stages of loss and grief.
    - Discusses healthful ways to respond when someone close to you is dying.
    - Discusses healthful ways to respond when someone you know is grieving a loss.
    - Discuss healthful ways to respond when you are grieving a loss.
    - Describes the roles of parents and guardians in promoting a healthy family.
    - Discusses the roles of extended family members in promoting a healthy family.
    - Discusses causes of dysfunctional family relationships and identify steps to improve these relationships.
    - Discusses behaviors of codependent people
    - Discusses the purpose of recovery programs.
    - Discusses ways to make healthful adjustments to family changes (e.g., divorce, job loss, family member in military, family member in jail).
    - Identifies questions to ask before beginning a friendship.
    - Discusses ways to initiate a friendship and healthful ways to respond to rejection.
    - Learn communication skills that encourage conversation.
    - Outlines the advantages and disadvantages of texting.
    - Establishes dating guidelines, including meeting someone online, with parents.
    - Discusses how to set limits for expressing physical affection.
    - Lists resistance skills to use if pressured to be sexually active.
    - Explains why some people get involved in harmful relationships.
    - Outlines steps to take to end or change harmful relationships.
    - Identifies factors used to predict success in marriage.
    - Explain ways to ensure that marriage will last.
    - Identifies skills needed for responsible parenthood.
    - Discusses examples of faulty thinking that can result in teen pregnancy.
    - Discusses death and issues surrounding death, such as life support systems, living wills, and hospice care.
    - Discusses factors and resources to consider if you are a caregiver.
    - Examine the behaviors and characteristics of responsible sports spectators and participants.
    - Uses resistance skills to resist peer pressure to drink.
    - Lists guidelines for the safe use of prescription and OTC drugs.
    - Outlines ways to resist pressure to use tobacco products.

- Practices resistance skills that can be used to resist peer pressure to use illegal drugs.
- Outlines resistance skills that can be used to resist pressure to misuse or abuse drugs.
- Discusses behaviors to reduce risk of infection with STDs.
- Discusses behaviors to reduce risk of HIV infection.
- Discusses principles and strategies to protect self from physical violence and abuse.
- Discusses principles and strategies to protect self from sexual violence and abuse.

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.

- Examine barriers that can hinder safe and healthy decision making.
- Determine the value of applying a thoughtful decision-making process in safety and health-related situations.
- Justify when individual or collaborative decision making is appropriate.
- Generate alternatives to safety and health-related issues or problems.
- Analyze the potential short-term and long-term impact of health and safety alternatives on self and others.
- Evaluate the effectiveness of safety and health-related decisions.
  - Discusses steps used in setting and reaching a health goal.
  - Discusses two main goals of Healthy People 2020.
  - Utilizes various problem-solving strategies when making health decisions related to the needs and risks of young adults.
  - Predicts immediate and long-term impacts of health decisions on the individual, family and community.
  - Demonstrates the ability to locate, evaluate, and utilize valid health information.

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.

- Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- Assess personal health practices and overall health status.
- Implement strategies and monitor progress in achieving a personal health goal.
- Formulate an effective long-term personal health plan.
  - Implements a plan for achieving personal health goals.
  - Evaluates progress toward attaining personal health goals.
  - Formulates an effective plan for lifelong health.
  - Lists various decision-making styles.
  - Explain steps to take if you make a wrong decision.
  - Analyzes reasons why practicing abstinence is a responsible choice for teens.
  - Analyzes the benefits of practicing abstinence to protect emotional health.
  - Lists and discusses the risks associated with being a teen parent.
  - Discusses learning styles and tips for each.
  - Lists ways to achieve the eight developmental tasks of adolescence.

- Discusses key points in unlocking the door to a successful future.
- Explain how to set goals and make plans to achieve them.
- Discusses common learning disabilities and the support available for people who have learning disabilities.
- Discusses the recommended daily amounts of food in MyPlate.
- Lists, describes, and explains how to use the ten Dietary Guidelines.
- Lists guidelines to follow when planning healthy meals.
- Discusses a healthy diet that reduces the risk of disease.
- Discusses ways to determine desirable weight and body composition.
- Outlines steps to follow for healthful weight gain and weight loss.
- Lists various tips for getting a good night's sleep.
- Explains why you need adequate rest and sleep to protect your health status.
- Outlines steps to design an individualized plan for health-related fitness.
- Using the FITT formula, examine how to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility.
- Examine various kinds of exercise and fitness skills.
- Demonstrates an alcohol-free lifestyle.
- Explains ways alcohol affects thinking and decision making and increases the risk of violence and illegal behavior.
- Explains how and why the drinking age came about.
- Demonstrates the ability to resist pressure to misuse or abuse drugs.
- Gives examples of direct and indirect pressure to use drugs.
- Lists reasons to say "no" when pressured by peers to use drugs.
- Lists ways to be a drug-free role model.
- Demonstrates how to choose a drug-free lifestyle to reduce the risk of violence and accidents.
- Demonstrates how to choose a drug-free lifestyle to reduce the risk of unintended pregnancy and STDs, including HIV infection.

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.

- Discuss ways to advocate for a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- Analyze the role of individual responsibility for enhancing health.
- Discuss ways to advocate for a variety of behaviors to avoid or reduce health risks to self and others.
  - Discusses the purpose of a health behavior inventory.
  - Discusses healthful behaviors and steps to follow to practice health-enhancing behaviors.
  - Discusses risk behaviors and steps to follow to reduce or avoid health risks.
  - Lists ways a positive social-emotional environment improves health status.
  - Discusses strategies to improve the social-emotional environment, including a bully-free environment.
  - Identifies personality characteristics that promote health.
  - Discusses various types and kinds of addictions and how they can affect health status.
  - Discusses Internet addiction.

- Identifies categories of mental disorders.
- Discusses mental health services and treatment.
- Identifies strategies for coping with anxiety.
- Discusses hidden anger, anger cues, and anger management skills.
- Explains bodily changes caused by stress.
- Explains ways that prolonged stress can affect health.
- Identifies life changes that are most stressful for teens.
- Lists and discusses stress management skills.
- Discusses emotional responses used to cope with life crises.
- Explains why being depressed puts teens at risk.
- Identifies warning signs for suicide and discusses suicide prevention strategies.
- Describes the roles of parents and guardians in promoting a healthy family.
- Discusses the roles of extended family members in promoting a healthy family.
- Discusses effects of adjusting to family changes (e.g., divorce, single-custody family, stepfamily, job loss, military absence, incarceration).
- Analyzes how the age at which a teen begins to date might affect his or her physical and emotional health.
- Evaluates dating skills.
- Discusses balanced and one-sided friendships and their effect on health status.
- Analyzes benefits of practicing abstinence to prevent unintended pregnancy and infection with STDs, including HIV.
- Identifies sources of information for sexuality, including websites for which you have parental approval.
- Analyzes the benefits of practicing abstinence when dating in order to promote responsibility within marriage.
- Evaluates the negative effects harmful relationships might have on health status.
- Discusses risks associated with being a parenting teen, including a teen father, teen marriage and parenthood.
- Identifies behaviors to keep your cardiovascular, nervous, and immune systems healthy.
- Lists behaviors important to the health of respiratory, skeletal, and muscular systems.
- Identifies behaviors important to the health of endocrine and digestive systems.
- Lists behaviors important to the health of integumentary and urinary systems.
- Discusses physical and emotional changes during puberty.
- Describes the functions of the female and male reproductive organs.
- Identifies concerns of reproductive health.
- Identify ways to protect reproductive health.
- Describes ways to provide responsible care for infants, toddlers, and young children.
- Describes the physical, mental, and social changes that occur in middle and late adulthood.
- Identifies habits that promote healthful aging.
- Identifies the functions and sources of proteins, carbohydrates, and fats.
- Identifies the functions and sources of vitamins, minerals, water, and herbal supplements.
- Designs a MyPlate meal with the recommended amounts of foods.
- Explains vegetarian and vegan diets.
- Discusses dietary guidelines to reduce the risk of developing cancer, cardiovascular disease, and osteoporosis.
- Discuss diet recommendations for people with diabetes or hypoglycemia.
- Discusses ways to avoid reactions to food allergies and intolerances, including lactose intolerance and celiac sprue, and reactions to MSG and yellow dye.

- Explains the difference between hunger and appetite.
- Discusses how supplements and dietary behaviors affect performance in sports.
- Discuss guidelines to follow when eating out.
- Outlines ways to protect oneself from food-borne illnesses.
- Explains ways germs can be spread when people share food.
- Evaluates common weight loss strategies.
- Discusses risks for developing eating disorders.
- Discusses facts about anorexia nervosa and bulimia.
- Discusses binge eating disorder and obesity: the causes, symptoms, associated health problems, and treatment.
- Identifies ways to protect the eyes and conditions and diseases that can affect the eye.
- Identify how to keep teeth and gums healthy.
- Discusses the possible risks of tattoos, body piercings, and tanning beds.
- Discusses body changes that occur during the sleep cycle.
- Evaluate whether adequate sleep and rest are attained.
- Lists benefits of regular physical activity.
- Identifies ways to obtain moderate amounts of physical activity.
- Explain the FITT formula.
- Examine the benefits of various lifetime sports and physical activities.
- List of training principles for physical activities.
- Identify guidelines to prevent physical activity-related injuries.
- Discusses how to prevent, recognize, and treat physical activity-related injuries.
- Discusses precautions to take in physical activity during extreme weather conditions, at high altitudes, or in polluted air.
- Lists and explains factors that influence the effects a drug will have on a person.
- Discusses ways that drugs are administered to the body.
- Identifies the difference between drug misuse and drug abuse.
- Identifies information that appears on prescription and OTC drug labels.
- Discusses role of the Food and Drug Administration (FDA) in regulating OTC drugs, prescription drugs, and herbal supplements.
- Discusses blood alcohol concentration (BAC) and the effects of alcohol on the different body systems.
- Discusses the effects of alcohol on developing fetus.
- Explains ways alcohol affects thinking and decision making and increases the risk of violence, and illegal behavior.
- Explains ways alcohol use can increase the risk of injury and death.
- Discusses causes, health problems, and treatment of alcoholism.
- Discusses the harmful physical and mental effects of nicotine.
- Understands the negative effects smoking has on a fetus.
- Explains harmful effects of secondhand smoke.
- Outlines steps to stop using tobacco products.
- Explains how illegal use of stimulants, sedative-hypnotics, narcotics, and hallucinogens harms health.
- Describes the physical and emotional effects of marijuana.
- Determines how the illegal use of anabolic-androgenic steroids harms health.
- Explains the harmful effects of inhalants.
- Lists risk factors and protective factors for drug use.
- Explain reasons why drug use is risky.

- Discusses drug dependence, including physical and psychological dependence.
- Explains why teens who use drugs pressure their peers to use drugs.
- Discusses ways drugs alter mood and behavior and increase the risk of violent behavior.
- Lists ways to protect oneself from violence associated with drug use.
- Explains how a safe and drug-free school zone decreases the risk of drug trafficking.
- Explains reasons why teens who use drugs increase their risk of HIV infection and unintended pregnancy and accidents.
- Identifies types of pathogens that cause disease and gives examples of the types of diseases caused by these pathogens.
- Discusses ways pathogens are spread.
- Analyzes the causes, symptoms, diagnosis, and treatment of communicable respiratory diseases.
- Analyzes ways to prevent infection with communicable respiratory diseases.
- Discusses asthma and ways to prevent and manage asthma attacks.
- Describes common causes of allergies.
- Describes ways to prevent or treat allergies.
- Discusses the causes and methods of transmission of common STDs.
- Discusses the symptoms, diagnosis, and treatment of common STDs.
- Analyzes the long-term effects of common STDs.
- Analyzes ways to prevent infection from STDs.
- Lists tests used to determine the presence of HIV.
- Identifies treatment and prevention strategies for HIV and AIDS.
- Identifies characteristics of different cardiovascular diseases.
- Identifies cardiovascular disease risk factors that cannot be controlled.
- Identifies cardiovascular risk factors that can be controlled.
- Distinguishes between the different types of diabetes.
- Identifies risk factors for diabetes and discusses ways to manage diabetes.
- Discusses ways to reduce the risk of diabetes.
- Describes how cancerous cells grow and spread.
- Describe the basic facts about common types of cancer.
- Practices ways to reduce the risk of cancer (e.g., oral, lung, liver, colon, skin).
- Identifies priorities for which a person needs to make time.
- Explain how to make a budget.
- Discusses reasons why care needs to be taken when using credit cards.
- Identifies criteria to use for comparison shopping.
- Lists guidelines to follow when choosing entertainment and using online and digital media.
- Lists ways health can be harmed by inappropriate entertainment choices. Environmental Health
- Identifies sources of air pollution and its effect on health.
- Discusses the effects of indoor air pollution on health.
- Identifies sources of water pollution and its effect on health.
- Explains how noise affects health status.
- Describes ways a positive visual environment improves health status.
- Identifies ways to recycle and dispose of waste.
- Identify sources of energy.
- Explains how the natural environment protects health status.
- Lists of ways to protect the natural environment.

- Analyzes ways to reduce risk of unintentional injuries in the home, community, tribe, and workplace.
- Analyzes ways to reduce the risk of unintentional injuries in motor vehicles and from road rage.
- Lists of ways to prepare for severe weather and natural disasters.
- Discusses ways to stay safe during a landslide, flood, earthquake, tornado, hurricane, wildland fire, lightning, winter storm, terrorist attack, and tsunami.
- Lists and discusses various types of violence, including bullying.
- Discusses cyberbullying.
- Identifies protective factors that reduce the likelihood of a person will become a perpetrator or a victim of violence.
- Discusses ways to stay safe when using the Internet.
- Explains how passive, aggressive, and assertive behavior and hate incidents influence the risk of being a perpetrator or a victim of violence.
- Explain how a person develops a moral code.
- Discusses the consequences juvenile offenders may experience.
- Explains hazing.
- Discuss bullying.
- Identifies warning signs of dating violence and discusses defensive measures.
- Lists categories of mental and emotional abuse.
- Lists the phases of a violent relationship and things that victims need to know.
- Identifies resources that victims can access to assist with recovery.
- Explains the relationship between alcohol and other drugs and date rape.
- Identifies guidelines to follow to reduce the risk of date rape.
- Identifies signs of sexual abuse.
- Lists steps to take if sexually harassed or stalked.
- Discusses the legal and ethical consequences of sexual assault, harassment, abuse, and rape.
- Analyzes strategies to avoid gangs.
- Explain how a teen who belongs to a gang can leave the gang.
- Discusses reasons why some teens have become anti-gang gang members.
- Discusses laws regarding the sale of handguns and rifles to teens.
- Analyzes strategies for avoiding injury from weapons.
- Discusses laws regarding carrying a concealed weapon.
- Explain how to follow universal precautions.
- Explain first aid procedures for sudden illness; burns; injuries to muscles, bones, and joints; cold temperature and heat-related illnesses.
- Discuss first aid steps when checking a victim.
- Demonstrates first aid procedures for choking.
- Demonstrates first aid procedures for chest compressions.

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.

- Use accurate peer and societal norms to formulate a health-enhancing message.
- Advocate for behaviors and practices that will support others in making positive health choices.

- Work cooperatively as an advocate for improving personal, family, and community health.
- Adapt health-related messages and communication techniques to target audiences.
    - Identifies steps to follow in being a health advocate.
    - Discusses the benefits of volunteering (e.g., healthy helper syndrome).
    - Lists of volunteer opportunities for teens.
    - Demonstrates responsible behaviors in spectators and participant sports.
    - Demonstrates resistance skills and interpersonal communication skills to avoid or reduce health risks associated with tobacco use and secondhand smoke.
    - Demonstrates resistance skills, including ways to say "No," when pressured to use drugs.
    - Discusses steps that can be taken to be a successful consumer.
    - Lists questions that can uncover health fraud.
    - Demonstrates knowledge of consumer rights.
    - Identifies agencies and organizations that play a role in consumer protection.
    - Investigates public and international health needs, including the health risks that developing nations face.
    - Lists of resources that inform about environmental issues.
    - Identify organizations that protect the environment.
    - Discusses ways to keep air clean and water safe.
    - Discuss ways to help keep noise at a safe level.
    - Discusses ways to improve the visual environment.
    - Discusses ways to conserve energy and natural resources.
    - Describes ways to be a health advocate for the environment.
    - Describes ways to respect authority and obey laws.
    - Demonstrates skills in emergency first aid procedures.

Standards For Physical Education - Grades 9-12
http://montanateach.org/wp-content/uploads/2016/11/HE_ModelCurriculumGuide-accessible-18.pdf

High School Outcomes (Grades 9-12)
By the end of high school, the learner will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

Note: High school outcomes have been organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain to be college/career ready. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness.

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

Benchmark	Level 1	Level 2
Lifetime Activities	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).	Refines activity specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).

Dance and Rhythms	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties) . … or … Demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap).	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance.
Fitness Activities	Demonstrates competency in one or more specialized skills in health-related fitness activities.	Demonstrates competency in two or more specialized skills in health-related fitness activities.

Standard 2

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

Benchmark	Level 1	Level 2
Movement concepts, principles and knowledge	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.	Identifies and discusses the historical and cultural roles of games, sports and dance in a society, including those of traditional and contemporary American Indian cultures.
Movement concepts, principles and knowledge	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self-and/or others in a selected skill.	Describes the speed/accuracy trade-off in throwing and striking skills.
Movement concepts, principles and knowledge	Uses spatial concepts of locomotor and non-locomotor movements in outdoor pursuits.	Uses spatial concepts of locomotor and non-locomotor movements in outdoor pursuits.
Movement concepts, principles and knowledge	Creates a practice plan to improve performance for a self-selected skill.	Identifies the stages of learning motor skills.
Movement concepts, principles and knowledge	Identifies examples of social and technical dance forms, including those of traditional and contemporary American Indian cultures and practices.	Compares similarities and differences in various dance forms, including those of traditional and contemporary American Indian cultures and practices.

Standard 3

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

Benchmark	Level 1	Level 2
Physical activity knowledge	Discusses the benefits of a physically active lifestyle as it relates to college/career productivity.	Investigates the relationships between Bench physical activity, nutrition and body composition.

Physical activity knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	Analyzes and applies technology and social media as tools to support a healthy, active lifestyle.
Physical activity knowledge	Identifies issues associated with exercising in heat, humidity and cold.	Applies rates of perceived exertion and pacing.
Physical activity knowledge	Evaluates – according to their benefits, social support network and participation requirements – activities that can be pursued in the local environment.	
Physical activity knowledge	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.	Analyzes the impact of life choices, economics, motivation and accessibility on maintaining physical activity in college or career settings.
Physical activity knowledge	Practices the importance of stretching and flexibility in lifetime activities.	Evaluates the importance of stretching and flexibility in lifetime activities.
Engages in physical activity	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.	Creates a plan, trains for and participates in a community event with a focus on physical activity, including those of American Indian cultural traditions (e.g., 5K, triathlon, tournament, dance performance, cycling event).
Fitness Knowledge	Demonstrates appropriate technique in resistance-training machines and free weights.	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
Fitness Knowledge	Relates physiological responses to individual levels of fitness and nutritional balance.	Identifies the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic).
Fitness Knowledge	Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.
Fitness Knowledge	Calculates target heart rate and applies HR information to personal fitness plans.	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.
		Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.

Assessment and program planning	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
Assessment and program planning	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.	Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.
Nutrition	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.	Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
Stress management	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

Standard 4

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

Benchmark	Level 1	Level 2
Personal responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
Personal responsibility	Exhibits responsible behavior of self and others in a variety of physical activities.	Advocates for responsible behavior of self and others in a variety of physical activities.
Personal responsibility	Identifies a variety of feedback techniques.	Analyzes the benefits of a variety of feedback techniques.
Rules and etiquette	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).
Working with others	Uses communication skills and strategies that promote team/group dynamics.	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
Working with others	Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
Safety	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	

Standard 5

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

Benchmark	Level 1	Level 2
Health	Analyzes the health benefits of a self-selected physical activity.	Analyzes the health benefits of a self-selected physical activity.
Challenge	Identifies appropriate levels of challenge to experience success while participating in a self-selected physical activity.	Chooses an appropriate level of challenge to experience success while participating in a self-selected physical activity.
Self-expression/ Enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.	Identifies the uniqueness of creative dance as a means of self-expression.
Social interaction	Identifies the opportunity for social support in a self-selected physical activity or dance.	Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.

Timeline To Teach Each Unit

Aerobic Training	9 Weeks
Anaerobic Training	9 Weeks
Functional Movement Training	18 Weeks
Strength Training	9 Weeks
Bicycle	9 Weeks
Indoor / Outdoor Run	18 Weeks
Yoga	9 Weeks
Pilates	9 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 Need

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

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.

Choices-Scholastic Magazine (2025).
Grade-Level Outcomes for K-12 Physical Education is used with permission of and under license from AAHPERD. ©AAHPERD 2013, www.aahperd.org. All Rights Reserved. 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/LinkClick.aspx?fileticket=5qMh6-fFgRQ%3d&portalid=182

Approved: 03/11/2025