# Montana Health Enhancement Content Standards

(Health and Physical Education)
Grade by Grade

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## Health Education Standards

1. Comprehend concepts related to health promotion and disease prevention to enhance personal health.
2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Demonstrate the ability to access valid information, products, and services to enhance health.
4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Demonstrate the ability to use decision making skills to enhance health.
6. Demonstrate the ability to use goal-setting skills to enhance health.
7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Demonstrate the ability to advocate for personal, family, and community health.

## Physical Education Standards

1. Demonstrate competency in a variety of motor skills and movement patterns.
2. Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibit responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## Health Education Content Standards for Kindergarten

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

1. Identify healthy and unhealthy behaviors;
2. Identify characteristics of physical, mental, and emotional health;
3. Identify characteristics of family and social health, including those of contemporary and traditional American Indian cultures and practices;
4. Identify ways germs are spread;
5. Show ways to prevent the spread of germs;
6. Identify environmental factors that can affect health;
7. Identify safety practices at school and in the community;
8. Identify common childhood injuries;
9. Give examples of health care;
10. Identify body parts and their function;
11. Identify family practices that promote health;
12. Identify healthy practices at school;
13. Identify adults who help promote health;
14. Identify school and community health and safety resources;
15. Identify feelings and emotions;
16. Understand that listening is a respectful and caring behavior;
17. Use refusal skills in risk situations;
18. Identify risky situations;
19. Identify dangerous situations;
20. Give examples of safe and healthy decisions;
21. Identify persons who can assist with safety and health-related decisions;
22. Identify ways to solve safety and health-related issues or problems;
23. Identify possible consequences of choices when making safety and health-related decisions;
24. Identify healthy habits;
25. Identify ways family members model healthy behaviors;
26. Identify healthy behaviors toward self and others;
27. Identify personal health practices and behaviors;
28. Identify behaviors that are harmful or risky to health;
29. Identify ways to ask others to assist in promoting health;
30. Identify positive health choices that can be made by peers and self; and
31. Identify health-related messages.

## Physical Education Content Standards for Kindergarten

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

1. Perform basic locomotor, nonlocomotor, and manipulative skills;
2. Perform locomotor skills in response to teacher-led creative dance;
3. Move in different pathways, general space with different speeds, and in personal space to a rhythm;
4. Recognize that food provides energy for physical activity;
5. Identify active play opportunities outside health enhancement class;
6. Actively participate in health enhancement class;
7. Recognize that physical activity causes physical changes;
8. Practice warm-up and cool-down activities relative to vigorous physical activity;
9. Follow directions in group settings (e.g., safe behaviors, following rules, taking turns);
10. Acknowledge responsibility for behavior when prompted;
11. Follow instruction and direction when prompted;
12. Recognize the established protocol for class activities;
13. Share equipment and space with others;
14. Recognize differences in ideas, cultures, and body types;
15. Follow teacher directions for safe participation and proper use of equipment with minimal reminders;
16. Understand that physical activity is important for good health;
17. Acknowledge that some physical activities are challenging or difficult; and
18. Identify physical activities that result in a positive personal experience while playing with friends.

## Health Education Content Standards for First Grade

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

1. Describe healthy behaviors;
2. Give examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices;
3. Identify ways to prevent the spread of germs;
4. Identify environmental factors that can affect health;
5. Identify ways to be safe and healthy at school and in the community;
6. Identify common childhood injuries and their treatment;
7. Identify reasons for seeing a health care professional;
8. Identify basic body systems such as circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous;
9. Describe ways a family practices health promotion;
10. Identify ways that peers influence behavior;
11. Identify ways in which schools promote personal health practices and behaviors;
12. Identify examples from different media sources that influence health;
13. Describe ways adults can help promote health;
14. Describe school and community health and safety resources;
15. Show how to share feelings in a healthy way;
16. Describe ways listening is a respectful and caring behavior;
17. Describe and demonstrate how to use a variety of refusal skills;
18. Describe how to get help in a dangerous situation;
19. Identify steps in making safe and healthy decisions;
20. Identify examples of responsible safety and health-related decisions;
21. Identify ways to solve safety and health-related issues or problems;
22. Identify possible consequences of choices when making safety and health-related decisions;
23. Explain types of healthy habits;
24. Identify a goal and who can help achieve that goal;
25. Identify examples of healthy behaviors toward self and others;
26. Tell ways to maintain or improve personal health behaviors;
27. Explain harmful or risky behaviors to health;
28. Express how to ask others to assist in promoting health;
29. Show how peers can make positive health choices; and
30. List a variety of health messages.

## Physical Education Content Standards for First Grade

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

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

## Health Education Content Standards for Second Grade

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

1. Identify and explain how health behaviors affect personal health;
2. Recognize that there are multiple dimensions of health, such as physical, mental, and emotional, as well as family, and social health, including those of traditional and contemporary American Indian cultures and practices;
3. Describe some ways to prevent childhood communicable diseases;
4. Describe common environmental factors that can affect health;
5. Give examples of how to be safe at school and in the community;
6. Identify ways to prevent and treat common childhood injuries;
7. Describe why it is important to seek health care;
8. Identify basic body systems and their function such as the circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous;
9. Identify how family and culture influence personal health practices and behaviors;
10. Identify ways that peers influence behavior;
11. Identify what the school can do to support personal health practices and behaviors;
12. Describe how the media can influence health behaviors;
13. Give examples of school or community policies that promote health and safety;
14. Identify trusted adults and professionals who can help promote health;
15. Identify ways to local school and community health and safety resources;
16. Identify healthy ways to express needs, wants, and feelings;
17. Use listening skills to enhance health;
18. Exhibit ways to respond in an unwanted, threatening, or dangerous situation;
19. Express ways to tell a trusted adult if threatened or harmed;
20. Identify situations when a safety and health-related decision is needed;
21. Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed;
22. Describe ways to solve safety and health-related issues or problems;
23. Describe possible consequences of choices when making safety and health-related decisions;
24. Identify short-term personal health goals and take action towards achieving goals;
25. Identify who can help when assistance is needed to achieve a personal health goal;
26. Exhibit healthy behaviors toward self and others;
27. Exhibit healthy practices and behaviors to maintain or improve personal health;
28. Discuss behaviors that avoid or reduce health risk;
29. Make requests to promote health;
30. Identify ways to encourage others to make positive health choices; and
31. Describe health messages and communication techniques.

## Physical Education Content Standards for Second Grade

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

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

## Health Education Content Standards for Third Grade

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

1. Identify links between healthy choices and personal health;
2. Define life skills that improve health and wellness;
3. Use goal-setting o practice healthy behaviors;
4. Describe various types of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices;
5. Explain the difference between childhood communicable and non-communicable diseases;
6. Identify the potential sources of environmental factors that affect health;
7. describe how health can be affected by school and community environments;
8. Identify common childhood health problems;
9. Identify situations that require health care;
10. Identify body systems and their function including circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous;
11. Describe ways family and culture influence personal health practices and behaviors;
12. Describe ways that peers influence behavior;
13. Explain ways the school can support personal health practices and behaviors;
14. Discuss ways the media can influence thoughts, feelings, and health behaviors;
15. Identify types of technology that influence personal health;
16. Describe ways that school and community policies promote health and safety;
17. Give examples of valid health information, products, and services;
18. Identify resources available at home, school, tribe, and community that provide valid health information;
19. Express ways to show respect for self and others, including those of traditional and contemporary American Indian cultures and practices;
20. Identify verbal and nonverbal refusal skills
21. Recognize conflict and apply nonviolent strategies to manage or resolve conflict;
22. Discuss situations when it is necessary to seek assistance for the health and safety of self and others;
23. Identify routine safety and health-related situations;
24. Discuss situations when support is needed in making safety and health-related decisions;
25. Discuss situations when support is needed in making safety and health-related decisions;
26. Discuss various options to safety and health-related issues or problems;
27. Discuss possible consequences of choices when making safety and health-related decisions;
28. Identify outcomes for various safety, healthy and unhealthy decisions;
29. Describe ways to set personal health goals;
30. Explain how friends, adults, and resources help in achieving a personal health goal;
31. Describe practices of healthy behaviors toward self and others;
32. Discuss reasons for responsible personal health behaviors;
33. Identify healthy and unhealthy behaviors;
34. Share accurate information about a health issue;
35. Encourage peers to make positive health choices; and
36. Discuss health messages and communication techniques.

## Physical Education Content Standards for Third Grade

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

1. Perform a combination of motor skills in various contexts;
2. Perform developmentally appropriate dance steps and movement patterns;
3. Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures;
4. Recognize the concept of open space in movement context;
5. Identify foods that are beneficial for pre- and post-physical activity;
6. Chart participation in physical activities outside health enhancement class;
7. Engage in the activities of health enhancement class without teacher prompting
8. Describe the concept of physical fitness and provide examples of physical activity than enhance fitness;
9. Recognize the importance of warm-up and cool-down activities related to vigorous physical activity;
10. Practice personal responsibility in teacher-directed activities;
11. Work independently for extended periods of time;
12. Accept and implement specific corrective teacher feedback;
13. Recognize the role of rules and etiquette in physical activity with peers;
14. Support and work cooperatively with others;
15. Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities;
16. Work independently and safely in physical activity settings;
17. Discuss the relationship between physical activity and good health;
18. Discuss the challenge that comes from learning a new physical activity; and
19. Describe the positive social interactions that come when engaged with others in physical activity.

## Health Education Content Standards for Fourth Grade

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

1. Identify life skills that improve health and wellness;
2. Discuss healthy and unhealthy behaviors and their effect on health;
3. Identify personal health enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention and stress management, including traditional and contemporary strategies from American Indian cultures;
4. Describe risky behaviors and their potential consequences;
5. Discuss various characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices;
6. Describe how universal precautions and other hygienic practices reduce the risk for contracting disease;
7. Describe the potential sources of environmental factors that affect health;
8. Discuss practices for safe school and community environments;
9. Describe common childhood health problems and potential treatments; describe when it is important to seek health care;
10. Discuss the structure and function of each of the following major systems: circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous;
11. Explain ways family and culture influence personal health practices and behaviors;
12. Discuss ways that peers influence behavior;
13. Identify how the school, tribe, and community can support personal health practices and behaviors;
14. Discuss why the media influences thoughts, feelings, and health behaviors;
15. Identify ways technology can influence personal health;
16. Discuss ways that school and community policies promote health, safety, and disease prevention;
17. Identify qualities of valid health information, products, and services;
18. Describe resources from home, school, tribe, and community that provide valid health information;
19. Demonstrate ways to communicate care, consideration, and respect of self and others, including those of traditional and contemporary American Indian cultures and practices;
20. Identify reasons to use refusal skills to avoid or reduce health risks;
21. Identify strategies to control angry feelings;
22. Describe reasons for seeking assistance to enhance the health and safety of self and others;
23. Discuss options of what to do in potential safety and health-risk situations;
24. Identify situations when assistance I s needed to make safety and health-related decisions;
25. Identify positive alternatives to resolving safety and health-related issues or problems;
26. Explain possible consequences of health-related decisions;
27. Create a list of positive and negative outcomes related to various safety and health-related decisions;
28. Discuss reasons for setting personal health goals;
29. Discuss personal health goal-setting and the resources that can assist in achieving goals;
30. Discuss practices of healthy behaviors toward self and others;
31. Identify responsible personal health behaviors;
32. Explain personal health practices and behaviors that maintain or improve personal health;
33. Discuss reasons for healthy behaviors that avoid or reduce health risks;
34. Discuss accurate information about a health issue;
35. Discuss ways that encourage others to make positive health choices; and
36. Compare and contrast health messages and communication techniques.

## Physical Education Content Standards for Fourth Grade

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

1. Use a combination of motor skills to engage in a variety of activities;
2. Combine locomotor movement patterns and dance steps used in an original dance;
3. Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures;
4. Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments;
5. Discuss the importance of hydration and hydration choices relative to physical activities;
6. Analyze opportunities for participating in physical activities outside health enhancement class;
7. Actively engages in the activities of health enhancement class, both teacher-directed and independent;
8. Identify the components of health-related fitness;
9. Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment;
10. Demonstrate responsible behavior in independent group situations;
11. Reflect on personal social behavior in physical activity;
12. Listen respectfully to corrective feedback from others;
13. Adhere to rules of etiquette in a variety of physical activities;
14. Recognize and support individual differences in movement performance at all skill levels;
15. Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities;
16. Work safely with peers and equipment in physical activity settings;
17. Examine the health benefits of participating in physical activity;
18. Rate the enjoyment of participating in challenging and mastered physical activities; and
19. Describe and compare the positive social interactions when engaged in partner, small-group, and large-group physical activities.

## Health Education Content Standards for Fifth Grade

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

1. Explain the relationship between health behaviors and personal health;
2. Describe personal health enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures;
3. Identify potential consequences of engaging in risky behaviors;
4. Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices;
5. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases;
6. Discuss ways environmental factors affect health;
7. Describe ways in which safe and healthy school and community environments can promote personal health;
8. Describe ways to prevent and treat common childhood injuries and health problems;
9. Give examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits;
10. Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system;
11. Examine how family and culture influence personal health practices and behaviors;
12. Identify how peers can influence healthy and unhealthy behaviors;
13. Describe how the school, tribe, and community can support personal health practices and behaviors;
14. Explain how media influences thoughts, feelings, and health behaviors;
15. Discuss ways that technology can influence personal health;
16. Explain how school, public, and tribal health policies can influence health promotion and disease prevention;
17. Identify characteristics of valid health information, products, and services;
18. Locate resources from home, school, tribe, and community that provide valid health information;
19. Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices;
20. Use refusal skills that avoid or reduce health risks;
21. Se nonviolent strategies to manage or resolve conflict;
22. Discuss how to ask for assistance to enhance the health and safety of self and others;
23. Identify health-related situations that might require thoughtful decisions;
24. Analyze when assistance is needed in making safety and health-related decisions;
25. Compare and contrast healthy options to safety and health-related issues or problems;
26. Predict the potential outcomes of options when making safety and health-related decisions;
27. Describe the outcomes of safety and health-related decisions;
28. Set a personal health goal and track progress toward its achievement;
29. Identify resources to assist in achieving a personal health goal;

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## Health Education Content Standards for Fifth Grade

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

30. Explain benefits of healthy behaviors toward self and others;
31. Practice responsible personal health behaviors;
32. Use a variety of healthy practices and behaviors to maintain or improve personal health;
33. Use a variety of behaviors to avoid or reduce health risks;
34. Express opinions and give accurate information about health issues;
35. Practice and rationalize reasons for positive health choices; and
36. Evaluate various health messages and communication techniques.

## Physical Education Content Standards for Fifth Grade

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

1. Exhibit competency in fundamental motor skills and selected combinations of skills;
2. Combine locomotor skills in cultural as well as creative dances (self and groups), including those of traditional and contemporary American Indian cultures, with correct rhythm and pattern;
3. Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures;
4. Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments;
5. Analyze the impact of food choices relative to physical activity, youth sports, and personal health;
6. Chart and analyze fitness benefits of physical activity outside health enhancement class;
7. Actively participate in all activities of health enhancement class;
8. Differentiate between skill-related and health-related fitness;
9. Identify the need for warm-up and cool-down activities related to various physical activities;
10. Participate in physical activity with responsible interpersonal behavior;
11. Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities;
12. Give corrective feedback respectfully to peers;
13. Critique the etiquette involved in rules of various activities;
14. Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects;
15. Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects;
16. Apply safety principles with physical activities;
17. Compare the health benefits of participating in selected physical activities;
18. Express, through various media, the enjoyment and/or challenge of participating in a favorite physical activity; and
19. Analyze the social benefits gained from participating in physical activity.

## Health Education Content Standards for Sixth through Eighth Grade

The health education content standards for sixth through eighth grade are that each student will:

1. Discuss the relationship between healthy behaviors and personal health;
2. Describe the benefits of and barriers to practicing healthy behaviors;
3. 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;
4. Analyze the potential consequences of engaging in risky behaviors;
5. Identify characteristics of physical, mental, emotional, family, and social health, including traditional and contemporary strategies from American Indian cultures;
6. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases;
7. Discuss ways environmental factors affect health;
8. Analyze ways in which safe and healthy school and community environments can promote personal health;
9. Describe ways to reduce or prevent injuries and other adolescent health problems;
10. Explain how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits;
11. Define human body systems, their function and their interrelationship with one another;
12. Identify basic structures and functions of the male and female reproductive health systems;
13. Explain how family and culture influence the health of adolescents;
14. Explain how the perception of societal norms influence healthy and unhealthy behaviors;
15. Explain the influence of personal values and beliefs on individual health practices and behaviors;
16. Describe how peers influence healthy and unhealthy behaviors;
17. Explain how the school, tribe, and community can affect personal health practices and behaviors;
18. Explain how messages from media influence health behaviors;
19. Explain the influence of technology on personal and family health;
20. Compare and contrast how school, public, and tribal health policies can influence health promotion and disease prevention;
21. Analyze the validity of health information, products, and services;
22. Access valid health information from home, school, tribe, and community;
23. Determine the accessibility of products that enhance health;
24. Describe situations that may require professional health services;
25. Apply effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices;
26. Use refusal and negotiation skills that avoid or reduce health risks;
27. Use effective conflict management or resolution strategies;
28. Discuss how to ask for assistance to enhance the health and safety of self and others;
29. Identify circumstances that can help or hinder safe and healthy decision making;
30. Determine when safety and health-related situations require the application of a thoughtful decision-making process;

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## Health Education Content Standards for Sixth through Eighth Grade

The health education content standards for sixth through eighth grade are that each student will:

31. Determine when individual or collaborative decision making is appropriate;
32. Distinguish between safe, healthy, and unhealthy alternatives to health-related issues or problems;
33. Predict the potential short-term and long-term impact of health and safety-related options on self and others;
34. Analyze the outcomes of safety and health-related decisions;
35. Develop a goal to adopt, maintain, or improve personal health practices;
36. Assess personal health practices;
37. Apply strategies and skills needed to attain a personal health goal;
38. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities;
39. Analyze healthy practices and behaviors that will maintain or improve the health of self and others;
40. Explain the importance of assuming responsibility for personal health behaviors;
41. Describe behaviors to avoid or reduce health risks to self and others;
42. State a health-enhancing position on a topic and support it with accurate information;
43. Describe how to influence and support others to make positive health choices; work cooperatively to advocate for healthy individuals, families, tribes, and schools; and
44. Identify ways in which health-related messages and communication techniques can be altered for different audiences.

## Physical Education Content Standards for Sixth through Eighth Grade

The physical education content standards for sixth through eighth grade are that each student will:

1. Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.
2. 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;
3. Research the history and origin of various games, sports, and dance, including those of traditional and contemporary American Indian cultures;
4. Use tactics to create open space and close space during small-side play by combining locomotor movements;
5. Describe and apply a variety of movement concepts;
6. Describe the relationship between poor nutrition and health risk factors;
7. Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health;
8. Identify forms of technology and social media that support a healthy, active lifestyle;
9. Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class;
10. Plan and implement a program to enhance personal fitness;
11. Compare and contrast health-related fitness components;
12. Describe the role of stretching and flexibility in injury prevention;
13. Explain how body systems interact with one another during physical activity;
14. Accept responsibility for improving one's own levels of physical activity and fitness;
15. Explain practices that promote responsible behavior of self and others in a variety of physical activities;
16. Provide encouragement and feedback to peers without prompting from teacher;
17. Apply rules and etiquette by acting as an official during modified games, dance and rhythm;
18. Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play;
19. Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts;
20. Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects;
21. Identify safety concerns and use physical activity and fitness equipment appropriately;
22. Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health;
23. Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge; and
24. Compare and contrast various physical activities for their social benefit.

## Health Education Content Standards for Ninth through Twelfth Grade

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 the family and culture influence the health of individuals;
14. Explain how the perception of societal norms influence 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;

*Continued-*

## Health Education Content Standards for Ninth through Twelfth Grade

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

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.

## Physical Education Content Standards for Ninth through Twelfth Grade

The physical education content standards for ninth through twelfth grade are that each student will:

1. Refine activity-specific movement skills in one or more lifetime activities;
2. Exhibit competency in two or more specialized skills in health-related fitness activities;
3. Choreograph or participate in a form of dance;
4. Identify and discuss the historical and cultural roles of games, sports, and dance, including those of traditional and contemporary American Indian cultures;
5. Compare similarities and differences in various dance forms, including those of traditional and contemporary American Indian cultures and practices;
6. Use spatial concepts of locomotor and nonlocomotor movements in outdoor pursuits;
7. Identify the stages of learning a motor skill;
8. Create a healthy snack plan for before, during and after exercise that addresses nutrition needs for each phase;
9. Investigate the relationships among physical activity, nutrition and body composition;
10. Analyze and apply technology and social media as tools to support a healthy, active lifestyle;
11. Analyze the impact of life choices, economics, motivation, and accessibility on maintaining physical activity in college or career settings;
12. Create a plan, train for and participates in a community event with a focus on physical activity, including those of American Indian cultural traditions;
13. Design and implement a strength and conditioning program;
14. Evaluate the importance of stretching and flexibility in lifetime activities;
15. Identify the structure of skeletal muscle and fiber types as they relate to muscle development;
16. Identify the different energy systems used in physical activities;
17. Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media;
18. Advocate for responsible behavior of self and others in a variety of physical activities;
19. Analyze the benefits of a variety of feedback techniques;
20. Examine moral and ethical conduct in specific competitive situations;
21. Assume a leadership role in a physical activity setting (i.e., coach, referee, group leader);
22. Advocate for acceptance of other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects;
23. Apply best practices for participating safely in physical activity, exercise and dance;
24. Analyze the health benefits of a self-selected physical activity;
25. Choose an appropriate level of challenge to experience success while participating in a self-selected physical activity; and
26. Evaluate social interactions and supports in a variety of physical activities.

# HEALTH ENHANCEMENT PROGRAM

*Health Enhancement teaches children the importance of personal and community health through the promotion of a responsible lifestyle. It helps them actively develop, maintain, and improve their health as well as an awareness of society's critical health issues.*

*Health Enhancement is a comprehensive program that combines the traditional disciplines of "health" and "physical education" in a more balanced program. Concepts learned in the classroom are reinforced and put into practice in the gymnasium. Healthy, well-nourished and physically fit children learn better, miss less school, and take a more active role in their own education. A healthy state transcends the physical and also includes the emotional, social and intellectual dimensions of health.*

**10.55.1301 Health Enhancement Program Delivery Standards**

(1) In general, a basic health enhancement program shall:

(a) meet the following conditions:

- (i) maintain class size in accordance with other curriculum areas;
- (ii) focus on the knowledge and skills necessary to maintain a healthy lifestyle;
- (iii) integrate and include components of the traditional "health" and "physical education" disciplines;
- (iv) maintain a program that meets the educational requirements of health enhancement; and
- (v) maintain adequate first aid materials and communication device capabilities.

(b) include the following practices:

- (i) make appropriate use of technology in the curriculum;
- (ii) give students the decision-making tools to promote personal and community responsibility;
- (iii) address the physical, emotional, social, and intellectual dimensions of a healthy lifestyle; and
- (iv) promote physical activity as a means to a healthy lifestyle.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2001 MAR p. 953, Eff. 6/8/01.)

**10.55.1302 Health Enhancement Participation**

(In accordance with ARM 10.55.603 and ARM 10.55.1001)

(1) Each student shall participate in a health enhancement program which is based on age, ability, and aptitude. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89.)

# ACADEMIC REQUIREMENTS

*Basic academic requirements form a solid foundation for each school's education program. Schools shall meet or exceed these requirements through carefully developed curricula and supportive resources.*

**10.55.901 Basic Education Program: Elementary**

(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level learning progressions. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

**10.55.902 Basic Education Program: Middle Grades**

(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level learning progressions.

(2) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).

(3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:

  (a) addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:

    (i) approach instruction, scheduling, and teaching in a variety of ways;

    (ii) undertake interdisciplinary work; and

    (iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.

  (b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;

  (c) incorporates instruction in reading literacy and writing literacy into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53;

  (d) includes, at a minimum, the following program areas, required of all students yearly:

    (i) English language arts;

    (ii) mathematics;

    (iii) physical and life sciences;

    (iv) social studies; and

    (v) health enhancement.

(e) at a minimum maintains the following required program areas:
    (i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;
    (ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);
    (iii) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and
    (iv) world languages.

(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.

(4) A junior high (grades 7-9) or 7-8 school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level progressions.

(a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(b) All students shall complete the following program areas each year:
    (i) English language arts--1 unit;
    (ii) social studies--1 unit;
    (iii) mathematics--1 unit;
    (iv) science--1 unit; and
    (v) health enhancement--1/2 unit.

(c) All students must be allowed to elect from the following program area offerings:
    (i) visual arts--1/2 unit;
    (ii) music–1/2 unit;
    (iii) career and technical education–1/2 unit; and
    (iv) world languages and cultures–1/2 unit.

(d) A unit is defined as the equivalent of at least 8100 minutes for one school year.

(e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

*Please review the accreditation standards below to familiarize yourself with the program delivery standards, high school requirements and technology-delivered programs.*

**10.55.904 Basic Education Program Offerings: High School**

(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level learning progressions.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(3) Minimum offerings shall include at least the following:

(a) 4 units of English language arts;

(b) 3 units of mathematics;

(c) 3 units of science;

(d) 3 units of social studies;

(e) 2 units of career and technical education;

(f) 2 units of arts;

(g) 1 unit of health enhancement;

(h) 2 units of world languages; and

(i) 2 units of electives. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

**10.55.905 Graduation Requirements**

(1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level learning progressions.

(2) In order to meet the content and performance standards, the following 13 units shall be part of the 20 units required for all students to graduate:

(a) 4 units of English language arts;

(b) 2 units of mathematics; (c) 2 units of social studies;

(d) 2 units of science;

(e) 1 unit of health enhancement, with 1/2 unit each year for two years;

(f) 1 unit of arts; and

(g) 1 unit of career and technical education.

(3) Units of credit earned in any Montana high school accredited by the Board of Public Education shall be accepted by all Montana high schools.

(4) In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

**10.55.906 High School Credit**

(1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units.

(a) A unit of credit is defined as the equivalent of at least 8100 minutes for one year.

(b) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.

(2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local board of trustee's permission.

(3) The local board of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

(4) With the permission of the local board of trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable course work include those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses.

Acceptable programs must be consistent with the local board of trustees' policy.

(a) Montana high schools shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the student's official transcript. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

**10.55.907 Distance, Online, and Technology Delivered Learning**

(1) This rule establishes requirements for distance, online, and technology delivered learning programs and/or courses that fulfill elementary or middle grades basic education programs and/or high school graduation requirements.

(2) School districts may receive and/or provide distance, online, and technology delivered learning programs.

(a) School districts receiving distance, online, and technology delivered learning programs to supplement instruction may utilize distance, online, and technology delivered learning as they would other supplementary resources without restriction.

(b) Distance, online, and technology-delivered learning programs and/or courses shall at a minimum be aligned with state content standards and content-specific grade-level learning progressions.

(c) Annually, by the first Monday in June, a school district shall provide a report to the Superintendent of Public Instruction documenting all distance, online and technology-delivered courses, student enrollments, and the digital content providers.

(3) Except as provided in (3)(a), teachers of distance, online, and technology delivered learning programs shall be licensed and endorsed in Montana or elsewhere in the area of instruction taught with such license granted as a result of the completion of an accredited professional educator preparation program as defined in ARM 10.57.102(3). School districts receiving distance, online, and technology delivered learning programs described in this rule shall have a distance learning facilitator for each course and available to the students.

(a) When a teacher of distance, online, and technology delivered learning programs and/or courses does not possess the qualifications specified in (3), the facilitator must be licensed and endorsed in Montana or elsewhere in the area of instruction facilitated with such license granted as a result of the completion of an accredited professional educator preparation program as defined in ARM 10.57.102(3).

(b) When a teacher of distance, online, and technology delivered learning programs is qualified as provided in (3), the receiving school district's facilitator shall be a licensed teacher or a para-educator.

(c) School districts receiving distance, online, and technology delivered learning programs and/or courses must provide qualified facilitators for synchronous delivery to students in schools accredited by the Montana Board of Public Education, requiring physical presence of a facilitator, and for asynchronous delivery, requiring facilitators be available to students.

(d) The school district must ensure that the distance, online, and technology-delivered learning facilitators receive in-service training on technology-delivered instruction.

(4) Montana school districts providing distance, online and technology delivered learning shall comply with the teacher load requirements of ARM 10.55.713(3).

(5) Digital content providers serving Montana schools accredited by the Board of Public Education shall:

(a) annually, by the first Monday in August, register with the Office of Public Instruction;

(b) annually, by the first Monday in June, identify the Montana school districts served in the current school year by the digital content provider, including the courses and student enrollments for each school district served; and

(c) document the professional qualifications, including Montana teacher licensure and endorsement, of their teachers of distance, online, and technology-delivered programs and/or courses; by providing names and credentials of other licensing entities, when not licensed and endorsed in Montana. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1995 MAR p. 626, Eff. 4/28/95; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2004 MAR p. 719, Eff. 4/9/04; AMD, 2007 MAR p. 692, Eff. 5/25/07; AMD, 2008 MAR p. 2048, Eff. 9/26/08; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

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See the Administrative Rules of Montana, Chapter 55 for additional information about accreditation and program delivery standards.