



MONTANA
Standards for Health Enhancement – End of Grade 8
Teen Health Course 1 © 2005

BENCHMARKS	PAGE REFERENCES
Health Content Standard 1—Students have a basic knowledge and understanding of concepts that promote comprehensive health.	
Rationale <i>Basic to health enhancement is the foundation of knowledge about the relationships of behavior and health, the interactions within the human body that promote health and fitness, and actions to prevent disease and other health problems. Comprehensive application of health-enhancing strategies enables the student to be health literate, self-directed lifelong learners.</i>	
Students will:	
1. explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.	SE: 128-129, 133, 197-198, 201 <i>Time Health</i> 174-175 TWE: DG 155 Ev 10
2. explain the function and maintenance of body systems, including the reproductive system.	SE: 152, 154-160, 161-164, 165-166 <i>Building Health Skills</i> 176-177 TWE: CA 159 DSI 166
3. analyze how peers, family, heredity, and environment influence personal health.	SE: 126, 197, 198, 278-280 TWE: HL 123
4. explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management.	SE: 10, 39, 44-45, 127-129, 195, 221, 246-249 <i>Health Skills Activity</i> 136 TWE: An 192 CLA 124 HH 124
5. explain how appropriate health care can prevent premature death and disability.	SE: 94-99, 104-107, 134, 135, 197, 233 TWE: Di 105 VL 197
Health Content Standard 2—Students demonstrate competency in a variety of movement forms.	
Rationale <i>Basic movement skills are the foundation students need in order to lead a more active and productive life. It is the daily application of fundamental motor skills by which skillful movers are developed.</i>	
Students will:	
1. demonstrate a variety of physical skills which encompass lead-up games, rhythms and dance, and individual, dual, and team sports.	SE: Chapter 5 Lesson 4, pages 133-137, can be used as an introduction and reference for activities that would cover this standard.

BENCHMARKS	PAGE REFERENCES
Health Content Standard 3—Students apply movement concepts and principles while learning and developing motor skills.	
Rationale	
<i>The ability of the learner to use cognitive information is essential in understanding and enhancing motor skill acquisition and performance.</i>	
Students will:	
1. understand and apply movement concepts to game strategies.	SE: Chapter 5 Lesson 4, pages 133-137, can be used as an introduction and reference for activities that would cover this standard.
2. identify and refine the critical elements of advanced movement skills.	SE: Chapter 5 Lesson 4, pages 133-137, can be used as an introduction and reference for activities that would cover this standard.
3. identify and understand the application of basic rules and strategies in a variety of physical activities.	SE: Chapter 5 Lesson 4, pages 133-137, can be used as an introduction and reference for activities that would cover this standard.
Health Content Standard 4—Students achieve and maintain a challenging level of health-related physical fitness.	
Rationale	
<i>Physical fitness, developed through regular physical activity, is essential in enjoying an active, productive, and healthy life.</i>	
Students will:	
1. participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.	SE: 134-135 <i>Health Skills Activity 140</i> TWE: AN 134 IS 134 Rt 137
2. understand and apply basic principles of training to improve health-related physical fitness.	SE: 136-137 <i>Reviewing Terms and Facts 137 #1, #2</i> <i>Time Health 174-175</i> TWE: Re 135
3. identify personal fitness goals.	SE: 138-141 <i>Applying Health Skills 141 #6</i> <i>Building Health Skills 204-205</i> <i>Health Skills Activity 140</i> TWE: BC 140 C 141
4. demonstrate individual progress toward each component of health-related physical fitness.	The following activities could be used/extended to meet this standard SE: <i>Brainstorming 137</i> <i>Health Skills Activity 140</i> TWE: BC 140

BENCHMARKS	PAGE REFERENCES
Health Content Standard 5—Students demonstrate the ability to use critical thinking and decision making to enhance health.	
<p>Rationale <i>Problem-solving processes are lifelong skills needed in order to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles.</i></p>	
Students will:	
1. individually and collaboratively apply problem-solving processes to health issues.	SE: 14-19 <i>Building Health Skills 252-253</i> <i>Health Skills Activity 18</i> TWE: Di 12 DGC 17 EV 16 MA 15 VL 15
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.	SE: 17, 126 <i>Building Health Skills 26-27</i> <i>Time Health 24-25</i> TWE: Di 10, 17
3. predict how decisions specific to health behavior have consequences for self and others.	SE: 16, 18, 217, 233 TWE: Di 16, 233 R 217
4. describe personal factors that influence an individual's health goals.	SE: 12, 17, 20-23, 56 TWE: Di 12
5. explain a personal health plan that addresses needs, strengths, and risks.	SE: 21 <i>Applying Health Skills 23</i> <i>Health Skills Activity 22</i> TWE: HSA 22
6. identify the validity of health information and how culture, media, and technology influence choices.	SE: 9 <i>Building Health Skills 26-27</i> <i>Health Resources 318-319</i> <i>Time Health 24-25</i> TWE: CA 9
Health Content Standard 6—Students demonstrate interpersonal communication skills to enhance health.	
<p>Rationale <i>Self-concept and personal family and community health are enhanced through effective verbal and nonverbal communication.</i></p>	
Students will:	
1. describe how the behavior of family and peers affects interpersonal communication.	SE: 66-69 <i>Health Skills Activity 11</i> TWE: An 67 CA 73
2. demonstrate ways to communicate care, consideration, and respect of self and others.	SE: 62, 66-69 <i>Health Skills Activity 34</i> TWE: DG 5, 39, 72, 167
3. demonstrate healthy ways to express needs, wants, and feelings.	SE: 38, 62, 66-69 <i>Health Skills Activity 72</i> TWE: An 67 HSA 72

BENCHMARKS	PAGE REFERENCES
4. demonstrate refusal and mediation skills to enhance health.	SE: 11, 64-65, 73 <i>Health Skills Activity 248</i> TWE: De 63 HSP 73 MA 13
5. demonstrate strategies to analyze and manage conflict in healthy ways.	SE: 11, 70-75 <i>Figure 3.7</i> <i>Health skills Activity 72</i> TWE: CCA 73 CLA 72 HSA 72 HSP 73
Health Content Standard 7—Students demonstrate health-enhancing behaviors.	
<p>Rationale <i>Many diseases and injuries can be prevented by reducing risk-taking behaviors. In addition, practicing health-enhancing behaviors contributes to a positive quality of life. Students will have a foundation for living a healthy life by accepting responsibility for their personal health.</i></p>	
Students will:	
1. enjoy participation in physical activity.	SE: 136, 138 <i>Health Skills Activity 140</i> TWE: WT 175
2. recognize the social benefits of physical activity.	SE: 133 TWE: BA 133 Di 136 QW 133 (can include social benefits)
3. participate in health-enhancing physical activity outside of school.	SE: 136-137, 139, 140-141 TWE: CL 136 HSA 140
4. work cooperatively with a group to achieve group goals in both cooperative and competitive settings.	SE: <i>Time Health 222-223</i> TWE: BC 44 CLA 231 HSP 219
5. demonstrate strategies to improve or maintain personal and family health.	SE: 12 <i>Applying Health Skills 217</i> <i>Building Health Skills 224-225</i> <i>Time Health 222-223</i> TWE: BC 282 CLA 281 HSP 219

Codes Used for TWE Pages

An	Analyzing
BA	Bellringer Activity
BC	Beyond the Classroom
C	Close
CA	Cross-Curriculum Activity
CL	Cooperative Learning
CLA	Cooperative Learning Activity
De	Demonstrating
DG	Developing Good Character
Di	Discussing
DSI	Dealing With Sensitive Issues
Ev	Evaluating
HH	Hands On Health
HL	Health Literacy
HSA	Health Skills Activity
HSP	Health Skills Practice
IS	Inclusion Activities
MA	More About
QW	Quick Write
Re	Researching
Rt	Reteaching
WT	What Teens Want to Know