



MONTANA
Standards for Health Enhancement – End of Grade 8
Teen Health Course 2 © 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: 16-17, 76, 79, 88-93, 108-111, 176, 318-323, 350-351, 372, 379 <i>Health Skills Activity 15</i> <i>Time Health 18-19, 178-179</i> TWE: Co 65 HL 371 HSP 34 MA 60
2. explain the function and maintenance of body systems, including the reproductive system.	SE: 59-63, 64-68, 102-107, 154-159, 160-163, 164-167, 278-281, 313-317, 336-340 TWE: Co 61, 68, 104 MA 60 RC 155
3. analyze how peers, family, heredity, and environment influence personal health.	SE: 8-11, 172, 430-434 <i>Thinking Critically 23 #21</i> TWE: BA 8 CLA 433 HSA 10 MA 9
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: 76-79, 88-93, 96-97, 98-101, 108-111, 176, 201, 287-289, 318-323, 350-351, 352-355 <i>Building Health Skills 114-115, 180-181</i> <i>Time Health 178-179</i> TWE: HSP 34, 68 MA 60
5. explain how appropriate health care can prevent premature death and disability.	SE: 120, 128, 131, 142-145, 170, 345, 355 <i>Thinking Critically 145 #7</i> TWE: BC 122 Di 143 GS 129

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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: 74-75 can be used to introduce activities that would cover this standard TWE: Di 75
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: 74-75 can be used to introduce activities that would cover this standard TWE: Di 75
2. identify and refine the critical elements of advanced movement skills.	SE: 74-75 can be used to introduce activities that would cover this standard TWE: Di 75
3. identify and understand the application of basic rules and strategies in a variety of physical activities.	SE: 74-75 can be used to introduce activities that would cover this standard TWE: Di 75
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: 54-58 <i>Time Health 80-81</i> TWE: F 53 HA 52
2. understand and apply basic principles of training to improve health-related physical fitness.	SE: 54-58 TWE: F 53 HSP 68
3. identify personal fitness goals.	SE: 69-73 <i>Applying Health Skills 73 #9</i> <i>Time Health 80-81</i> TWE: HSP 68 Li 57 TT 81
4. demonstrate individual progress toward each component of health-related physical fitness.	SE: 69-73 <i>Applying Health Skills 73 #9</i> TWE: F 53 HSP 68 TT 81

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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: 31-35, 136-141 <i>Building Health Skills 114-115</i> TWE: DGC 9 HL 139 HSP 15, 34
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.	SE: 32, 34, 94, 136-141 TWE: C 11 CLA 95 CP 32, 99 Di 33 HL 41, 275
3. predict how decisions specific to health behavior have consequences for self and others.	SE: 33-34, 290-291 <i>Building Health Skills 114-115</i> TWE: BC 92 HL 14 HSP 15, 34 LE 32
4. describe personal factors that influence an individual's health goals.	SE: 36-39 <i>Applying Health Skills 7</i> <i>Building Health Skills 82-83</i> TWE: HL 14 TT 81
5. explain a personal health plan that addresses needs, strengths, and risks.	SE: 16-17, 36-39 <i>Building Health Skills 82-83</i> TWE: Di 38 JW 38
6. identify the validity of health information and how culture, media, and technology influence choices.	SE: 10-11, 27, 28, 132-135, 136-141 <i>Building Health Skills 20-21</i> TWE: CLA 89, 110 Di 133 MA 133
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: 29-30, 216-219, 224-225 <i>Hands-On Health 223</i> <i>Health Skills Activity 43</i> TWE: CP 217 De 29

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2. demonstrate ways to communicate care, consideration, and respect of self and others.	SE: 40-41, 192, 219, 224-225, 227 <i>Applying Health Skills</i> 43 <i>Health Skills Activity</i> 218 TWE: CP 32 DGC 30, 232
3. demonstrate healthy ways to express needs, wants, and feelings.	SE: 192, 195-196 <i>Applying Health Skills</i> 197 <i>Building Health Skills</i> 238-239 TWE: Di 158
4. demonstrate refusal and mediation skills to enhance health.	SE: 228-229, 231-235, 250 <i>Applying Health Skills</i> 17 <i>Building Health Skills</i> 46-47 <i>Health Skills Activity</i> 15 <i>Time Health</i> 264-265 TWE: HA 24 HSA 234 MA 233
5. demonstrate strategies to analyze and manage conflict in healthy ways.	SE: 30, 244-247, 248-251 TWE: CLA 28 DGC 30 HSP 249
Health Content Standard 7—Students demonstrate health-enhancing behaviors.	
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>	
Students will:	
1. enjoy participation in physical activity.	SE: 58, 69-73 <i>Applying Health Skills</i> 73 #9 <i>Building Health Skills</i> 82-83 <i>Time Health</i> 80-81 TWE: HSP 68 Li 57
2. recognize the social benefits of physical activity.	SE: 55 <i>Time Health</i> 80-81 TWE: CT 55 HSP 68
3. participate in health-enhancing physical activity outside of school.	SE: 58, 69-73 <i>Applying Health Skills</i> 73 #9 <i>Building Health Skills</i> 82-83 <i>Time Health</i> 80-81 TWE: C 58 HSP 68 Li 57
4. work cooperatively with a group to achieve group goals in both cooperative and competitive settings.	SE: <i>Health Skills Activity</i> 75 TWE: Ad 72 BC 92 DGC 9 HSP 281 RC 144

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5. demonstrate strategies to improve or maintain personal and family health.	SE: 16-17 <i>Applying Health Skills 73 #9</i> <i>Building Health Skills 82-83</i> <i>Health Skills Activity 15, 75</i> TWE: AK 70 ALS 100 BC 16 HL 14 HSP 68

Codes Used for TWE Pages

Ad	Advocacy
AK	Applying Knowledge
ALS	Applying Life Skills
BA	Bellringer Activity
BC	Beyond the Classroom
C	Close
CLA	Cooperative Learning Activity
Co	Comprehending
CP	Cultural Perspectives
CT	Critical Thinking
De	Demonstrating
DGC	Developing Good Character
Di	Discussing
F	Foldables
GS	Guest Speaker
HA	Hands-On Activity
HL	Health Literacy
HSA	Health Skills Activity
HSP	Health Skills Practice
JW	Journal Writing
LE	Listing Examples
Li	Listing
MA	More About
RC	Reading Check
TT	Time to Think