



**MONTANA**  
**Standards for Health Enhancement – End of Grade 8**  
**Teen Health Course 3 © 2005**

BENCHMARKS	PAGE REFERENCES
<b>Health Content Standard 1—Students have a basic knowledge and understanding of concepts that promote comprehensive health.</b>	
<b>Rationale</b> <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: 14-19, 154-155, 192-195, 199-201, 286, 331, 333, 356, 449, 457, 487-488, 493 TWE: CL 331, 449 Di 154 HL 199, 203 MA 346
2. explain the function and maintenance of body systems, including the reproductive system.	SE: 368-371, 372-375, 376-380, 381-384, 385-389, 390-395, 396-399, 400-405, 479 TWE: BC 369 C 380 Co 383 MA 403 WTWK 374
3. analyze how peers, family, heredity, and environment influence personal health.	SE: 125, 192-194, 223, 308-309, 421-425 <i>Building Health Skills 22-23</i> TWE: BC 205 HL 145 MA 131, 144, 148 Mo 22
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: 41-43, 152-155, 202-204, 286, 331, 333, 344, 449, 487-488, 493 <i>Health Skills Activity 210</i> TWE: CL 331, 449 Di 154 HL 492 MA 346 WTWK 200
5. explain how appropriate health care can prevent premature death and disability.	SE: 63-67, 351, 356, 395, 452-453 <i>Applying Health Skills 67</i> TWE: An 351 Di 64 HL 379

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<b>Health Content Standard 2—Students demonstrate competency in a variety of movement forms.</b>	
<p><b>Rationale</b>  <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></p>	
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 9, Lesson 4 could be used to develop activities that would target this standard.
<b>Health Content Standard 3—Students apply movement concepts and principles while learning and developing motor skills.</b>	
<p><b>Rationale</b>  <i>The ability of the learner to use cognitive information is essential in understanding and enhancing motor skill acquisition and performance.</i></p>	
Students will:	
1. understand and apply movement concepts to game strategies.	SE: Chapter 9, Lesson 4 could be used to develop activities that would target this standard.
2. identify and refine the critical elements of advanced movement skills.	SE: Chapter 9, Lesson 4 could be used to develop activities that would target this standard.
3. identify and understand the application of basic rules and strategies in a variety of physical activities.	SE: Chapter 9, Lesson 4 could be used to develop activities that would target this standard.
<b>Health Content Standard 4—Students achieve and maintain a challenging level of health-related physical fitness.</b>	
<p><b>Rationale</b>  <i>Physical fitness, developed through regular physical activity, is essential in enjoying an active, productive and healthy life.</i></p>	
Students will:	
1. participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.	SE: 226 TWE: Di 225 In 227
2. understand and apply basic principles of training to improve health-related physical fitness.	SE: 221-222, 224-229 TWE: Di 225
3. identify personal fitness goals.	SE: 31-33, 221-222, 230-235 TWE: AS 234 Di 225
4. demonstrate individual progress toward each component of health-related physical fitness.	SE: 221-222, 224-229, 230-235 TWE: AS 234 Di 225 HSA 231

BENCHMARKS	PAGE REFERENCES
<b>Health Content Standard 5—Students demonstrate the ability to use critical thinking and decision making to enhance health.</b>	
<b>Rationale</b>	
<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>	
Students will:	
1. individually and collaboratively apply problem-solving processes to health issues.	SE: 59-60 <i>Hands-On Health</i> 288 <i>Health Skills Activity</i> 121 TWE: BC 135 CLA 98 HSA 66, 74 HSP 16
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.	SE: 47-49 <i>Building Health Skills</i> 22-23 TWE: BC 465 CT 48 HL 145 MA 47, 148
3. predict how decisions specific to health behavior have consequences for self and others.	SE: 28-30, 300-302, 306-307, 321-323, 325-328 TWE: CLA 301 CT 323 Di 31 HL 29, 50 HSP 16
4. describe personal factors that influence an individual's health goals.	SE: 28, 31-33, 230-235 <i>Building Health Skills</i> 22-23 TWE: C 33 MA 31 P 315 TT 19
5. explain a personal health plan that addresses needs, strengths, and risks.	SE: 230-235 <i>Building Health Skills</i> 158-159 TWE: BC 221 HSP 370 MA 228 TT 19
6. identify the validity of health information and how culture, media, and technology influence choices.	SE: 45, 58-62, 72-75, 332 <i>Building Health Skills</i> 78-79 <i>Media Watch</i> 18 TWE: AK 46 Di 19, 75 HL 198, 357 MA 45, 59 Re 97

BENCHMARKS	PAGE REFERENCES
<b>Health Content Standard 6—Students demonstrate interpersonal communication skills to enhance health.</b>	
<b>Rationale</b> <i>Self-concept and personal family and community health are enhanced through effective verbal and nonverbal communication.</i>	
Students will:	
1. describe how the behavior of family and peers affects interpersonal communication.	SE: 34-38, 147-150 <i>Hands-On Health</i> 127 TWE: Di 41 EI 35
2. demonstrate ways to communicate care, consideration, and respect of self and others.	SE: 35-37, 120, 128 <i>Analyzing Health Skills</i> 109 TWE: CCA 93 FE 35
3. demonstrate healthy ways to express needs, wants, and feelings.	SE: 35-37, 92-95, 108-109, 128 <i>Building Health Skills</i> 136-137 TWE: CCA 93 De 94 HL 165 MA 93
4. demonstrate refusal and mediation skills to enhance health.	SE: 37, 147-150, 169-170 <i>Building Health Skills</i> 52-53 <i>Health Skills Activity</i> 284, 332 TWE: BC 169 CLA 37, 149 De 149 HSP 37, 171
5. demonstrate strategies to analyze and manage conflict in healthy ways.	SE: 164-167, 168-171, 172-176 <i>Building Health Skills</i> 184-185 TWE: BC 169 C 167 CCA 166 HL 35 HSP 171
<b>Health Content Standard 7—Students demonstrate health-enhancing behaviors.</b>	
<b>Rationale</b> <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: 236-237 TWE: BC 221 EI 221 MA 228 HSP 232
2. recognize the social benefits of physical activity.	SE: 12, 221 TWE: BC 221 MA 228

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3. participate in health-enhancing physical activity outside of school.	SE: 221-222, 232-233 TWE: AS 237 BC 221
4. work cooperatively with a group to achieve group goals in both cooperative and competitive settings.	SE: <i>Hands-On Health</i> 7, 288, 406 <i>Time Health</i> 498-499 TWE: BC 135 CLA 98, 120, 170 PLS 553
5. demonstrate strategies to improve or maintain personal and family health.	SE: 61, 104-105, 122 <i>Health Skills Activity</i> 74 <i>Time Health</i> 212-213 TWE: BC 221, 274 De 209 Di 64

### Codes Used for TWE Pages

AK	Applying Knowledge
An	Analyzing
AS	Applying Skills
BC	Beyond the Classroom
C	Close
CCA	Cross-Curriculum Activity
CL	Cooperative Learning
CLA	Cooperative Learning Activity
Co	Comparing
CT	Critical Thinking
De	Demonstrating
Di	Discussing
EI	Examining the Issue
FE	Finding Examples
HL	Health Literacy
HSA	Health Skills Activity
HSP	Health Skills Practice
In	Investigating
MA	More About
Mo	Model
P	Practice
PLS	Practicing Life Skills
Re	Researching
TT	Time to Think
WTWK	What Teens Want to Know