



MONTANA
Standards for Health Enhancement – End of Grade 12
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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. analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury.	SE: 6-9, 27, 303, 304-305, 306, 307, 336, 367-369, 426-427, 469-470, 471, 472 <i>Facts About</i> 298 TWE: EC 30, 168 Ex 318
2. explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system.	SE: 210, 213, 214, 215, 216, 217, 219, 221, 232, 240, 304-305, 306, 307, 367-369, 437, 438-439, 440 TWE: CA 28 EC 285
3. analyze how the environment, public health policies, government regulations, research, and medical advances influence personal and community health.	SE: 320-321, 408, 428, 430, 543, 595-598 <i>Health News</i> 415 TWE: CC 11, 426 CI 321 TF 408
4. develop personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activities, injury/disease prevention, including HIV/AIDS prevention, and stress management.	SE: 98-99, 104-105, 312, 313, 316-317, 318, 319, 370, 371-372, 422, 434, 450, 508-509 TWE: CD 99 FI 312, 450
5. advocate for personal, family, and community health.	SE: 65-66 <i>Activity: Using Life Skills</i> 67 TWE: AHL 331 CI 368, 428 FI 32, 298, 398 HP 37

BENCHMARKS	PAGE REFERENCES
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 dance, individual, dual and team sports, and lifetime physical activities.	SE: Lesson 34 can be used to introduce an activity unit that targets this objective.
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. identify the characteristics of technically correct performance in a variety of movement forms.	SE: Lesson 34 can be used to introduce an activity unit that targets this objective.
2. apply rules and advanced strategies to a variety of physical activities.	SE: Lesson 34 can be used to introduce an activity unit that targets this objective.
3. know and understand scientifically based information regarding movement performance.	SE: Lesson 34 can be used to introduce an activity unit that targets this objective.
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 fitness activities involving each component of health-related physical fitness.	SE: 371, 375, 376-378, 379, 380-381, 384-387, 388-389 TWE: AHL 371 CA 378, 381
2. demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs.	SE: 393 <i>Activity: Using Life Skills 372</i> TWE: AHL 371 CA 378, 381 ULS 383
3. design a personal fitness program.	SE: <i>Activity: Using Life Skills 372</i> TWE: AHL 371 CA 381
4. demonstrate individual progress toward each component of health-related physical fitness.	SE: 393 <i>Activity: Using Life Skills 372, 383</i>

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. utilize various problem-solving strategies when making health decisions related to needs and risks of young adults.	SE: 61, 422, 434, 508-509 <i>Activity: Using Life Skills 372</i> TWE: AHL 60, 171 NH 422
2. predict immediate and long-term impacts of health decisions on the individual, family, and community.	SE: 413-415, 416-417, 418, 458-459, 460 TWE: CA 411 SI 427, 455
3. implement a plan for achieving personal health goals.	SE: 57 <i>Activity: Using Life Skills 59, 103, 317, 372, 517</i> TWE: FI 32, 312 UT 297
4. evaluate progress toward attaining personal health goals.	SE: 57 <i>Activity: Using Life Skills 317, 372, 517</i> TWE: UT 297
5. formulate an effective plan for lifelong health.	SE: 312, 313, 384-387, 388-389 <i>Activity: Using Life Skills 327, 372, 517</i>
6. locate, evaluate, and utilize credible health information.	SE: 6-7, 17-19, 20-21, 547, 583-584, 585-586, 599-600 TWE: CA 12 P 21 TF 6
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. demonstrate skills for communicating effectively with family, peers, and others.	SE: 40-44 <i>Activity: Using Life Skills 44, 159</i> TWE: AHL 136 CA 42 FI 47
2. demonstrate ways to communicate care, consideration, and respect of self and others.	SE: 41-43, 139, 145 TWE: CA 42, 43, 96
3. demonstrate healthy ways to express needs, wants, and feelings.	SE: 96, 128, 145 <i>Activity: Using Life Skills 151</i> TWE: CA 96

BENCHMARKS	PAGE REFERENCES
4. demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others.	SE: 47, 53, 172-173, 422, 434, 450, 464-465 <i>Activity: Using Life Skills</i> 146, 171 TWE: CA 46 FI 47 HP 106 QD 170 UT 145
5. analyze how interpersonal communication affects relationships.	SE: 137, 145 TWE: AHL 136
6. analyze the possible causes of conflict and demonstrate strategies to manage conflict.	SE: 49-50, 51-52, 53, 54, 145 <i>Activity: Using Life Skills</i> 146 TWE: HP 106 JF 52 UT 145
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. regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis.	SE: 384-387, 388-389 <i>Did You Know</i> 375 TWE: TF 371
2. experience enjoyment from physical activity and a healthy lifestyle.	SE: 384-387, 388-389 TWE: TF 371
3. participate in activities that promote community well-being.	SE: 65, 66-67, 632 TWE: CI 368, 428 HP 296, 465
4. initiate independent and responsible health-enhancing personal behavior.	SE: 422, 434, 450, 466, 671 <i>Activity: Using Life Skills</i> 517 TWE: ULS 524
5. demonstrate strategies to improve or maintain personal, family, and community health.	SE: 28-31, 32, 428, 463, 464-465, 466 <i>Activity: Using Life Skills</i> 431 TWE: CI 428 HP 296

Codes Used for TWE Pages

AHL	Achieving Health Literacy
CA	Class Activity
CC	Cross-Curricular Connections
CD	Class Discussion
CI	Community Involvement
EC	Explain the Concept
Ex	Extension
FI	Family Involvement
HP	Health Project
JF	Just the Facts
NH	NHES Assessment/SCASS
P	Project
QD	Quick Demo
SI	Sensitive Issues
TF	Teacher FYI
ULS	Using Life Skills
UT	Using the Table