



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: 14-15, 17-21, 31, 75, 113, 320, 678-679, 682-685 TWE: HC 396 MA 420
2. explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system.	SE: 6, 20-21, 31, 75, 320, 390, 396, 406, 423-424, 432, 678-679, 682-685 <i>Real-Life Application 19</i> <i>Time Health 534</i> TWE: HC 396 MA 19, 420, 541
3. analyze how the environment, public health policies, government regulations, research, and medical advances influence personal and community health.	SE: 64-66, 134-137, 161, 690 <i>Time Health 68</i> TWE: Ac 65 HC 682 MA 686 SW 624
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: 87-92, 125-129, 206-209, 319, 546-547, 566-567, 611-612 <i>Real-Life Application 127</i> <i>Time Health 104</i> TWE: CLA 81, 201 HC 338
5. advocate for personal, family, and community health.	SE: 32, 67 <i>Applying Health Skills 41, 156</i> <i>Beyond the Classroom 43</i> <i>School and Community 557</i> TWE: HC 56, 57, 94, 679 HL 14

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: Chapter 4 can be used as an introduction and reference for activities that would cover this standard.
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: Chapter 4 can be used as an introduction and reference for activities that would cover this standard.
2. apply rules and advanced strategies to a variety of physical activities.	SE: Chapter 4 can be used as an introduction and reference for activities that would cover this standard.
3. know and understand scientifically based information regarding movement performance.	SE: Chapter 4 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 fitness activities involving each component of health-related physical fitness.	SE: 79, 80-86, 87-92 TWE: SW 75
2. demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs.	SE: 79, 87-92 <i>Real-Life Application 84</i> TWE: Di 88
3. design a personal fitness program.	SE: 87-92 TWE: AR 90 Di 88
4. demonstrate individual progress toward each component of health-related physical fitness.	SE: 79, 92 <i>Real-Life Application 84</i> TWE: Di 82

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: 33-34, 322-323 <i>Hands-On Health 572</i> <i>Health Skills Activity 566, 657</i> TWE: C 323
2. predict immediate and long-term impacts of health decisions on the individual, family, and community.	SE: 320-322, 555, 565-566, 576-578, 594-597 <i>Figure 34</i> TWE: C 323 HSP 613 MA 595 RC 596
3. implement a plan for achieving personal health goals.	SE: 34-36 <i>Applying Health Skills 92</i> TWE: Di 88 HSA 8
4. evaluate progress toward attaining personal health goals.	SE: 36 <i>Hands-On Health 35</i> This objective also could be addressed by assigning individual behavioral change projects.
5. formulate an effective plan for lifelong health.	SE: <i>Hands-On Health 35</i> TWE: MA 35
6. locate, evaluate, and utilize credible health information.	SE: 8-9, 32, 48-53, 60-63, 64-67 TWE: Ac 117 HL 52, 152 HSP 152
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: 28-32 <i>Hands-On Health 525</i> <i>Health Skills Activity 657</i> TWE: HL 29 HSP 31
2. demonstrate ways to communicate care, consideration, and respect of self and others.	SE: 251, 278-279 <i>Hands-On Health 525</i> <i>Health Skills Activity 29</i> TWE: HL 29 HSP 31
3. demonstrate healthy ways to express needs, wants, and feelings.	SE: <i>Applying Health Skills 279</i> <i>Hands-On Health 525</i> TWE: HSP 31

BENCHMARKS	PAGE REFERENCES
4. demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others.	SE: 30, 322-323, 339-340, 526, 612 <i>Health Skills Activity 657</i> TWE: C 32 CLA 30 HL 322 HM 612
5. analyze how interpersonal communication affects relationships.	SE: 30, 250, 255-256 <i>Health Skills Activity 29, 186</i> TWE: HL 29
6. analyze the possible causes of conflict and demonstrate strategies to manage conflict.	SE: 251, 255-256, 259-260, 262-267, 526 <i>Applying Health Skills 187</i> TWE: HC 258, 266 HL 251
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. regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis.	SE: 79 TWE: CLA 81 RC 90 SW 75
2. experience enjoyment from physical activity and a healthy lifestyle.	SE: 75-77 TWE: CC 88 Di 88 HL 85
3. participate in activities that promote community well-being.	SE: 334, 338, 340 TWE: HC 84, 332, 338 SL 120
4. initiate independent and responsible health-enhancing personal behavior.	SE: 95-97, 331-332, 338, 340, 346 TWE: CLA 81
5. demonstrate strategies to improve or maintain personal, family, and community health.	SE: 777-781 <i>Hands-On Health 76</i> <i>Real-Life Application 770</i> <i>Time Health 782</i> TWE: CLA 125 HC 84 SL 120

Codes Used for TWE Pages

Ac	Activity
AR	Active Reading
C	Close
CC	Curriculum Connections
CLA	Cooperative Learning Activity
Di	Discussing
HC	Home and Community
HL	Health Literacy
HM	Health Minute
HSA	Health Skills Activity
HSP	Health Skills Practice
MA	More About
RC	Reinforcing Concepts
SL	Service Learning
SW	School to Work