



*Montana Small Schools Alliance*

*Presents*

*2021  
Curriculum Guide*

*Health Enhancement  
K-8*

*Compiled by*

*Montana Rural Teachers  
Montana County Superintendents  
Montana Small Schools Alliance*

## **Health Enhancement Standard One**

***Students have a basic knowledge and understanding of concepts that promote comprehensive health.***

### **Rationale**

*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.*

| K                                                                                                                                                                                    | 1                                                                                                                                                                    | 2                                                                                                                                                                                            | 3                                                                                                                                                    | 4                                                                                                                                                                                                                                                                                |
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| <p>Identify characteristics of physical, mental, and emotional health.</p> <p>Identify personal healthy and unhealthy practices, behaviors, and habits, towards self and others.</p> | <p>Recognize and name personal health behaviors.</p> <p>Explain types of healthy habits.</p> <p>Tell ways to maintain or improve personal health behaviors.</p>      | <p>Define personal health behaviors and individual well-being. Identify and explain how these behaviors affect overall personal health.</p>                                                  | <p>Discuss individual well-being and personal health behaviors.</p>                                                                                  | <p><b>M: Benchmark 1:</b><br/><b>Describe relationships between personal health behaviors and individual wellbeing.</b></p>                                                                                                                                                      |
| <p>Identify body parts and their function.</p>                                                                                                                                       | <p>Name basic human body parts.</p> <p>Identify basic body systems such as circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous.</p> | <p>Identify basic body systems and their function, such as circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous.</p>                                         | <p>Describe basic body systems and their function, such as circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous.</p> | <p><b>M: Benchmark 2:</b><br/><b>Describe the basic structure and function of the major human body systems, such as circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous.</b><br/><b>emphasizing growth and development.</b></p>                 |
| <p>Identify common childhood injuries.</p>                                                                                                                                           | <p>Name common health problems that should be detected early.</p> <p>Identify common childhood injuries and their treatment.</p>                                     | <p>Describe common health problems that should be detected and treated early.</p> <p>Describe ways to prevent childhood communicable diseases.</p> <p>Identify ways to prevent and treat</p> | <p>Recognize common health problems that should be detected and treated early.</p>                                                                   | <p><b>M: Benchmark 3:</b><br/><b>Identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early.</b></p> <p><b>Accurately describe how to prevent and treat common injuries, and decide when additional healthcare is needed.</b></p> |

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|                                                                                                                                                 |                                                                                                                                                                           | common childhood injuries and illnesses.                                                                                                                                           |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                     |
| <p>Give examples of health care.</p> <p>Identify ways germs are spread, and show ways to prevent it.</p> <p>Identify feelings and emotions.</p> | <p>Name personal health enhancing strategies that encompass nutrition, exercise, injury, and disease prevention.</p> <p>Identify ways to prevent the spread of germs.</p> | <p>Recognize personal health enhancing strategies that encompass nutrition, exercise, injury, and disease prevention.</p> <p>Describe why it is important to seek health care.</p> | <p>Define personal health enhancing strategies including HIV/AIDS prevention, stress management, and substance abuse.</p> | <p><b>M: Benchmark 4:</b><br/><b>Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.</b></p> <p><b>Identify support systems in families, schools and communities that aid in preventing injury and illness.</b></p> |
| <p>Identify environmental factors that affect health.</p>                                                                                       | <p>Name environmental hazards that affect health.</p>                                                                                                                     | <p>Describe the potential sources of environmental hazards that affect health.</p>                                                                                                 | <p>Discuss the potential sources of environmental hazards.</p>                                                            | <p><b>M: Benchmark 5:</b><br/><b>Identify the potential sources of environmental hazards.</b></p>                                                                                                                                                                                                                                                   |

## **Health Enhancement Standard Two**

***Students demonstrate competency in a variety of movement forms.***

### **Rationale:**

*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 moves are developed.*

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| Perform basic locomotor, nonlocomotor and manipulative skills in a variety of ways. | Name and perform nonlocomotor skills. Introduce locomotor and manipulative skills in a variety of ways. | Practice nonlocomotor skills, locomotor skills, and manipulative skills. | Demonstrate locomotor skills, nonlocomotor skills and manipulatives.     | <b>M: Benchmark 1: Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills.</b>                                                                                                                                                   |
| Perform motor skills in response to teacher direction.                              | Recognize and demonstrate low organized games and activities..                                          | Practice low organized games focusing on specific motor skills.          | Participate in lead –up games and design and demonstrate original games. | <b>M: Benchmark 2: Combine movement skills in applied and dynamic settings, with different spaces and speeds or lead-up games.</b><br><br><b>Discuss the origin of a variety of games, skills, sports and dances, including those of traditional American Indian cultures.</b> |
| Move in different pathways, speeds, and space.                                      | Perform movement and rhythms both creative and structured.                                              | Practice creative and structured movement activities and rhythms.        | Apply movement concepts using higher level motor skills.                 | <b>M: Benchmark 3: Acquire skills including perceptual, motor, and rhythm.</b>                                                                                                                                                                                                 |

### **Health Enhancement Standard Three**

***Students apply movement concepts and principles while learning and developing motor skills.***

**Rationale:**

*The ability of the learner to use cognitive information is essential in understanding and enhancing motor skill acquisition and performance.*

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| Identify and practice correct body mechanics in performance of motor skills. | Evaluate personal motor skill performance.    | Demonstrate personal critical motor skill elements and peer-evaluate motor skill performance. | <b>M: Benchmark 1:</b><br><b>Apply critical elements to improve personal performance in fundamental motor skills and some specialized skills.</b>                                     |
| Identify and practice movement skills.                                       | Evaluate and refine personal movement skills. | Demonstrate personal movement skills and peer-evaluate movement skill performance.            | <b>M: Benchmark 2:</b><br><b>Recognize and apply movement concepts that impact the quality of performance.</b><br><br><b>Recognize that physical activity causes physical changes</b> |

**Health Enhancement Standard Four**  
***Students will achieve and maintain a challenging level of health-related physical fitness.***

**Rationale:**

*Physical fitness, developed through regular physical activity is essential in enjoying an active, productive and healthy life.*

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| Participate in a variety of developmentally appropriate fitness activities involving each component of health related physical fitness. | Participate in a variety of developmentally appropriate fitness activities involving each component of health related physical fitness. | Participate in a variety of developmentally appropriate fitness activities involving each component of health related physical fitness. | <b>M: Benchmark 1:</b><br><b>Participate in a variety of developmentally appropriate fitness activities involving each component of health related physical fitness.</b>                                                                                                                                                                                                                                            |
| Name components of health related physical fitness.                                                                                     | Describe components of health related physical fitness.                                                                                 | Discuss components of health related physical fitness.                                                                                  | <b>M: Benchmark 2:</b><br><b>Identify each component of health related physical fitness.</b><br><br><b>Understand that physical activity causes physical changes.</b><br><br><b>Discuss the importance of hydration and hydration choices.</b><br><br><b>Analyze opportunities for participating in physical activities outside of health enhancement class, and actively engage in personal physical activity.</b> |
| Recognize the elements of personal health.                                                                                              | Explain how health related physical fitness components improve personal health.                                                         | Relate specific areas of personal health to individual health related physical fitness components.                                      | <b>M: Benchmark 3:</b><br><b>Associate each health related physical fitness component to the improvement of personal health.</b><br><br><b>Analyze social impacts on physical activity choices.</b>                                                                                                                                                                                                                 |
| Recognize individual progress toward each component of health related physical fitness.                                                 | Explain individual progress toward each component of health related physical fitness.                                                   | Discuss individual progress toward each component of health-related physical fitness.                                                   | <b>M: Benchmark 4:</b><br><b>Demonstrate individual progress toward each component of health-related physical fitness.</b>                                                                                                                                                                                                                                                                                          |

## **Health Enhancement Standard Five**

### ***Students demonstrate the ability to use critical thinking and decision making to enhance health.***

#### **Rationale:**

*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.*

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| <p>Give examples of safe and healthy decisions.</p> <p>Identify risky and dangerous situations, and demonstrate refusal skills in such instances.</p> <p>Identify persons who can assist with safety and health related decisions.</p> <p>Identify ways to solve health and safety problems, as well as possible consequences of making such choices.</p> | <p>Recognize and describe health related issues, practices, choices and behaviors.</p> <p>Identify ways that peers influence behaviors.</p> <p>Describe ways families, schools, communities practice health promotion and healthy decisions.</p> <p>Describe how to get help in a dangerous situation.</p> <p>Identify steps in making healthy and safe choices, and the consequences and benefits of such choices.</p> | <p>Discuss problem solving processes specific to health related issues.</p> <p>Give examples of how to be safe at home, in school, and in the community.</p> <p>Identify situations where a health and safety decision is needed.</p> <p>Differentiate between situations that can be solved individually and situations where additional help is needed.</p> <p>Describe ways to solve safety and health related problems, and the consequences of making such decisions.</p> | <p>Model problem solving processes specific to health related issues.</p>                                                                                                           | <p><b>M: Benchmark 1:</b><br/><b>Identify problem-solving processes specific to health-related issues.</b></p> <p><b>Identify when health decisions can be made individually and when additional support or help is needed.</b></p> <p><b>Share accurate information about a health issue and know when to seek healthcare.</b></p> |
| <p>Identify examples of health care and health related messages.</p> <p>Identify characteristics of family and social health, including those of contemporary and traditional American Indian</p>                                                                                                                                                         | <p>Recognize school and local health resources.</p> <p>Give examples of physical, mental, emotional, family, and social health, including contemporary and traditional American Indian</p>                                                                                                                                                                                                                              | <p>Name a wide variety of health information and resources.</p> <p>Describe how the media can influence health decisions.</p> <p>Identify how family and culture can influence personal health practices and behavior.</p> <p>Identify how peers can influence health behavior.</p>                                                                                                                                                                                            | <p>Recognize valid health information and resources.</p> <p>Describe how and why health information, health practices, and personal health can be influenced by peers, schools,</p> | <p><b>M: Benchmark 2:</b><br/><b>Access valid health information and resources.</b></p> <p><b>Identify how media, peers, families, communities can impact health decisions, and exhibit understanding of</b></p>                                                                                                                    |

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| cultures and practices.                                               | cultures and practices.                                                                                                                                                           | Describe health messages and communication techniques.<br><br>Recognize there are many dimensions of health- physical, mental, emotional, family, and social- including contemporary and traditional American Indian cultures and practices.                                                                                                                                     | families, cultures, and media.                                                                                                                                                                                                           | <b>how to validate accurate health information.</b>                                                                                                                                                                                       |
| Identify health related messages.                                     | Identify a variety of health messages in all forms (media, books, posters)<br><br>Recognize how basic health information and resources are used in decision-making.               | Describe how basic health information and resources are used in setting goals and decision-making.<br>Give examples on how to be safe and healthy at home, school, and in the community.<br><br>Identify how families, school and community practices and policies can support healthy decisions.<br><br>Identify trusted adults and professionals who can support health goals. | Describe how basic health information and resources are used in setting goals and decision-making.                                                                                                                                       | <b>M: Benchmark 3: Explain how basic health information and resources are used in setting goals and decision-making.</b>                                                                                                                  |
| Identify ways to ask others to assist in promoting health.            | Name personal health goals.<br><br>Identify steps in making goals and list people who can help or support goals.<br><br>Express how to ask for help and support to achieve goals. | Discuss and practice personal health goals.<br><br>Identify short and long term health goals.<br>List steps to complete health goals.<br>Identify adults, groups, practices that can help to achieve health goals.                                                                                                                                                               | Set personal health goals and record progress toward achievement.<br><br>Identify short and long term health goals.<br>List steps to complete health goals.<br>Identify adults, groups, practices that can help to achieve health goals. | <b>M: Benchmark 4: Set short and long term personal health goals and record progress toward achievement.</b><br><br><b>Identify support systems from peers, family, school, community, and health systems that help to achieve goals.</b> |
| Identify positive health choices that can be made by self and others. | Name positive health decisions.<br><br>List steps to practice health decisions.                                                                                                   | Describe positive health decisions.<br><br>List ways that healthy choices impact overall health and wellness.                                                                                                                                                                                                                                                                    | Discuss results of positive health decisions.                                                                                                                                                                                            | <b>M: Benchmark 5: Predict results of positive health decisions.</b>                                                                                                                                                                      |

## **Health Enhancement Standard Six**

### ***Students demonstrate interpersonal communication skills to enhance health.***

**Rationale:**

*Self-concept and personal family and community health are enhanced through effective verbal and nonverbal communication.*

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| Identify safety practices at home, school, and in the community.     | Define and model responsible behavior.<br>Describe healthy family behaviors. | Recognize responsible behavior.<br>Identify ways to encourage others to make healthy choices.                                                                                                             | Describe the characteristics of responsible behavior.<br>Encourage peers to make healthy choices.                                                                                                                                   | <b>M: Benchmark 1:</b><br><b>Describe characteristics needed to be a responsible friend and family member.</b><br><b>Exhibit understanding of healthy friend, family, and community relationships.</b>               |
| Identify how to show respect at home and school, to self and others. | Name ways to communicate care, consideration, and respect for self.          | Define ways to communicate care, consideration, and respect for others.                                                                                                                                   | Describe ways to communicate care, consideration, and respect for self and others.<br>including those of traditional and contemporary American Indian cultures and practices.                                                       | <b>M: Benchmark 2:</b><br><b>Demonstrate ways to communicate care, consideration, and respect of self and others.</b>                                                                                                |
| Identify feelings and emotions.                                      | List healthy ways to express needs, wants, and feelings.                     | Discuss healthy ways to express needs, wants, and feelings.                                                                                                                                               | Model healthy ways to express needs, wants, and feelings.                                                                                                                                                                           | <b>M: Benchmark 3:</b><br><b>Demonstrate healthy ways to express needs, wants, and feelings.</b>                                                                                                                     |
| Use refusal skills in risky situations.                              | Recognize refusal skills and how to use them in risky situations.            | Model refusal skills.<br><br>Exhibit ways to respond in an unwanted, threatening, or dangerous situation.<br><br>Express ways to tell a trusted adult if threatened or harmed, physically or emotionally. | Practice refusal skills, verbal and nonverbal..<br><br>Exhibit ways to respond in an unwanted, threatening, or dangerous situation.<br><br>Express ways to tell a trusted adult if threatened or harmed, physically or emotionally. | <b>M: Benchmark 4:</b><br><b>Demonstrate refusal skills, how to respond in an unwanted, threatening or dangerous situation, and ways to tell a trusted adult if threatened or harmed, physically or emotionally.</b> |

|                                                                                    |                                                                                                                |                                                       |                                                                    |                                                                                                                |
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|                                                                                    |                                                                                                                |                                                       | Exhibit ways to respond to peer pressure.                          |                                                                                                                |
| Understand that listening is a form of respect and caring behavior.                | Recognize active listening skills.<br><br>Describe ways listening skills are a respectful and caring behavior. | Explain and practice active listening skills.         | Apply active listening skills.                                     | <b>M: Benchmark 5: Demonstrate active listening skills. Use listening skills to show respect.</b>              |
| Identify problems that can be solved individually and problems that need an adult. | Identify non-violent strategies to resolve conflicts.                                                          | Recognize non-violent strategies to resolve conflict. | Describe and practice non-violent strategies to resolve conflicts. | <b>M: Benchmark 6: Recognize types of conflict and demonstrate nonviolent strategies to resolve conflicts.</b> |

## **Health Enhancement Standard Seven**

### ***Students demonstrate health-enhancing behaviors.***

#### **Rationale:**

*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.*

| K/1                                                     | 2                                                        | 3                                                       | 4                                                                                                                                                                                                                                                                                                                                                                    |
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| Interact with friends and others through participation. | Interact with friends and others through participation.  | Interact with friends and others through participation. | <b>M: Benchmark 1:</b><br><b>Interact with friends and others through participation.</b><br><br><b>Listen respectfully to feedback from others, adhere to rules of etiquette in various physical activities, work safely with peers, and recognize and adapt to various individual ideas, cultural diversities, and body types during group physical activities.</b> |
| Use physical activity as a means of self-expression.    | Use physical activity as a means of self-expression.     | Use physical activity as a means of self-expression.    | <b>M: Benchmark 2:</b><br><b>Use physical activity as a means of self-expression.</b>                                                                                                                                                                                                                                                                                |
| Experience enjoyment through physical activity.         | Experience enjoyment through physical activity.          | Experience enjoyment through physical activity.         | <b>M: Benchmark 3:</b><br><b>Experience enjoyment through physical activity.</b>                                                                                                                                                                                                                                                                                     |
| Regularly participate in physical activity.             | Regularly participate in physical activity.              | Regularly participate in physical activity.             | <b>M: Benchmark 4:</b><br><b>Regularly participate in physical activity.</b>                                                                                                                                                                                                                                                                                         |
| Name strategies to improve personal health.             | Describe strategies to improve maintain personal health. | Use strategies to improve or maintain personal health.  | <b>M: Benchmark 5:</b><br><b>Demonstrate strategies to improve or maintain personal health.</b>                                                                                                                                                                                                                                                                      |

## **Health Enhancement Standard One**

***Students have a basic knowledge and understanding of concepts that promote comprehensive health.***

### **Rationale**

*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.*

| 5                                                                                                                                          | 6                                                                                                                                           | 7                                                                                                                                                                                                                                                           | 8                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>Observe and identify positive health behaviors.</p> <p>Observe and identify physical, mental, emotional, family, and social health.</p> | <p>Describe positive health behaviors and list health vocabulary.</p> <p>Define physical, mental, emotional, family, and social health.</p> | <p>Discuss the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.</p> <p>Describe healthy behaviors.</p> <p>Distinguish between physical, mental, emotional, family and social health.</p> | <p><b>M: Benchmark 1:</b><br/><b>Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.</b></p> <p><b>Describe benefits of and barriers to practicing healthy behaviors.</b></p> <p><b>Identify characteristics of physical, mental, emotional, family, and social health, including traditional and contemporary strategies from American Indian Cultures.</b></p> |
| <p>Recognize the functions of human body systems, including the male and female reproductive system.</p>                                   | <p>Define maintenance and relationships of all body systems, including male and female reproductive systems.</p>                            | <p>Discuss the function and maintenance of all body systems, including both the male and female reproductive system, and their interrelationships with other body systems.</p>                                                                              | <p><b>M: Benchmark 2:</b><br/><b>Explain the function and maintenance of body systems, including the male and female reproductive system.</b></p> <p><b>Identify interrelationships of body systems.</b></p>                                                                                                                                                                                                                                 |
| <p>Recognize and explain how peers influence personal health.</p>                                                                          | <p>Describe how peers and family influence personal health.</p>                                                                             | <p>Describe how family, heredity, and environment influence personal health.</p>                                                                                                                                                                            | <p><b>M: Benchmark 3:</b><br/><b>Analyze how peers, family, heredity, culture, the tribe and environment influence personal health.</b></p> <p><b>Analyze the effect of peers, societal norms, and personal values and beliefs on personal health.</b></p> <p><b>Compare and contrast how school, public, tribal,</b></p>                                                                                                                    |

|                                                                                         |                                                                                                                    |                                                                                                                   |                                                                                                                                                                                                                                                                                                             |
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|                                                                                         |                                                                                                                    |                                                                                                                   | <b>technology, and media can affect personal health.</b>                                                                                                                                                                                                                                                    |
| Recognize guidelines for nutrition, exercise, disease prevention and stress management. | Describe guidelines for nutrition, exercise, injury/disease prevention, stress management and HIV/AIDS prevention. | Discuss guidelines for nutrition, exercise, injury/disease prevention, stress management and HIV/AIDS prevention. | <b>M: Benchmark 4: Explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management, including traditional and contemporary strategies from American Indian Cultures.</b> |
| Recognize how appropriate health care can prevent premature death and disability.       | Describe how appropriate health care can prevent premature death and disability.                                   | Discuss how appropriate health care can prevent premature death and disability.                                   | <b>M: Benchmark 5: Explain how appropriate health care can prevent premature death and disability, including those specific to certain cultures such as American Indians and health care benefits.</b>                                                                                                      |

## **Health Enhancement Standard Two**

***Students demonstrate competency in a variety of movement forms.***

### **Rationale:**

*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 moves are developed.*

| 5                                                                    | 6                                                                 | 7                                                    | 8                                                                                                                                                                 |
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| Demonstrate cohesive team behavior.<br>Participate in rhythms/dance. | Demonstrate understanding of rules of team and individual sports. | Apply game strategies in individual and team sports. | <b>M: Benchmark 1:</b><br><b>Demonstrate a variety of physical skills that encompass lead-up games, rhythms and dance, and individual, dual, and team sports.</b> |

## **Health Enhancement Standard Three**

***Students apply movement concepts and principles while learning and developing motor skills.***

### **Rationale:**

*The ability of the learner to use cognitive information is essential in understanding and enhancing motor skill acquisition and performance.*

| 5                                                                         | 6                                                           | 7                                                                   | 8                                                                                                                                           |
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| Define movement concepts and recognize them in a game situation.          | Recognize game strategies.                                  | Recognize movement concepts in game strategies.                     | <b>M: Benchmark 1:</b><br><b>Understand and apply movement concepts to game strategies.</b>                                                 |
| Define and Implement advanced movement skills.                            | Identify critical elements of advanced movements.           | Refine critical elements of advanced movement skills.               | <b>M: Benchmark 2:</b><br><b>Identify and refine the critical elements of advanced movement skills.</b>                                     |
| Explain and demonstrate basic rules of a variety of physical activities.. | Discuss the relationship between rules and game strategies. | Use basic rules and strategies in a variety of physical activities. | <b>M: Benchmark 3:</b><br><b>Identify and understand the application of basic rules and strategies in a variety of physical activities.</b> |

**Health Enhancement Standard Four**  
***Students will achieve and maintain a challenging level of health-related physical fitness.***

**Rationale:**

*Physical fitness, developed through regular physical activity is essential in enjoying an active, productive and healthy life.*

| 5                                                                                                                                       | 6                                                                                                                                       | 7                                                                                                                                       | 8                                                                                                                                                                        |
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| Participate in a variety of developmentally appropriate fitness activities involving each component of health related physical fitness. | Participate in a variety of developmentally appropriate fitness activities involving each component of health related physical fitness. | Participate in a variety of developmentally appropriate fitness activities involving each component of health related physical fitness. | <b>M: Benchmark 1:</b><br><b>Participate in a variety of developmentally appropriate fitness activities involving each component of health related physical fitness.</b> |
| Identify and practice the basic principles of training.                                                                                 | Apply basic principles of training to improve health related physical fitness.                                                          | Relate the basic principles of training to improve health related physical fitness.                                                     | <b>M: Benchmark 2:</b><br><b>Understand and apply basic principles of training to improve health related physical fitness.</b>                                           |
| Identify personal fitness goals.                                                                                                        | Identify personal fitness goals.                                                                                                        | Identify personal fitness goals.                                                                                                        | <b>M: Benchmark 3:</b><br><b>Identify personal fitness goals.</b>                                                                                                        |
| Demonstrate individual progress toward each component of health-related physical fitness.                                               | Demonstrate individual progress toward each component of health-related physical fitness.                                               | Demonstrate individual progress toward each component of health-related physical fitness.                                               | <b>M: Benchmark 4:</b><br><b>Demonstrate individual progress toward each component of health-related physical fitness.</b>                                               |

## **Health Enhancement Standard Five**

### ***Students demonstrate the ability to use critical thinking and decision making to enhance health.***

**Rationale:**

*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.*

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| Individually apply problem- solving processes related to health issues.                                                                                                                          | Individually and collaboratively apply problem- solving processes to health issues.                                                                                                                                                                                                                                    | Individually and collaboratively apply problem- solving processes to health issues.                                                                                                                                      | <b>M: Benchmark 1:</b><br><b>Individually and collaboratively apply problem-solving processes to health issues.</b><br><br><b>Identify situations where safety and health related issues require a thoughtful decision making process.</b>                                                                                                                                                                                                                                                                                                                                                 |
| Use health information and resources to make health related decisions..<br><br>Discuss valid sources of health information.<br><br>Identify common adolescent illnesses, injuries, and diseases. | Explain how health related decisions are influenced by the attitudes and values of individuals, families, and the community.<br><br>Identify situations that may require adult or professional help.<br><br>Discuss practices to prevent and treat injuries, illnesses, and diseases, including communicable diseases. | Demonstrate how health related decisions are influenced by the attitudes and values of individuals, families, and the community.<br><br>Describe how to ask for assistance when professional or adult help is necessary. | <b>M: Benchmark 2:</b><br><b>Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.</b><br><br><b>Discuss how to ask for assistance to enhance health and safety of self and others.</b><br><br><b>Describe situations that may require professional health services.</b><br><br><b>Access and analyze valid sources of health information and products from home, school, tribe, and community.</b><br><br><b>Explain practices to prevent, reduce, and treat injuries, illnesseses, and communicable diseases.</b> |
| Discuss positive and negative consequences of decisions specific to health behaviors.                                                                                                            | Describe how decisions specific to health behaviors have consequences for self.                                                                                                                                                                                                                                        | Explain how decisions specific to personal health behaviors have consequences for others.                                                                                                                                | <b>M: Benchmark 3:</b><br><b>Predict how decisions specific to health behavior have consequences for self and others.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Recognize personal factors that influence an individual's health goals.                                                                                                                          | Discuss personal factors that influence an individual's health goals.                                                                                                                                                                                                                                                  | Explain how personal factors influence an individual's health goals.                                                                                                                                                     | <b>M: Benchmark 4:</b><br><b>Describe personal factors that influence an individual's health goals.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                                   |                                                                                                       |                                                                                                       |                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recognize the elements of a personal health plan. | Discuss needs, strengths, and risks addressed in a personal health plan.                              | Explain a personal health plan that addresses needs, strengths, and risks.                            | <p><b>M: Benchmark 5:</b><br/> <b>Explain a personal health plan that addresses needs, strengths, and risks, and explain how that plan can vary with changing abilities, priorities, and responsibilities.</b></p> <p><b>Predict short and long term impacts of health choices.</b></p> |
| Identify the validity of health information.      | Identify the validity of health information and how culture, media, and technology influence choices. | Identify the validity of health information and how culture, media, and technology influence choices. | <p><b>M: Benchmark 6:</b><br/> <b>Identify the validity of health information and how culture, media, and technology influence choices.</b></p>                                                                                                                                         |

## **Health Enhancement Standard Six**

### ***Students demonstrate interpersonal communication skills to enhance health.***

**Rationale:**

*Self-concept and personal family and community health are enhanced through effective verbal and nonverbal communication.*

| 5                                                                                                           | 6                                                                                                                       | 7                                                                                                                                                                                       | 8                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe how the behavior of family and peers affects interpersonal communication.                          | Describe how the behavior of family and peers affects interpersonal communication.                                      | Describe how the behavior of family and peers affects interpersonal communication.                                                                                                      | <b>M: Benchmark 1:</b><br><b>Describe how the behavior of family and peers affects interpersonal communication.</b>                                                                                                                                      |
| Demonstrate ways to communicate care, consideration, and respect of self and others.                        | Demonstrate ways to communicate care, consideration, and respect of self and others.                                    | Demonstrate ways to communicate care, consideration, and respect of self and others.                                                                                                    | <b>M: Benchmark 2:</b><br><b>Demonstrate ways to communicate care, consideration, and respect of self and others.</b>                                                                                                                                    |
| Demonstrate healthy ways to express needs, wants, and feelings.                                             | Demonstrate healthy ways to express needs, wants, and feelings.                                                         | Demonstrate healthy ways to express needs, wants, and feelings.<br><br>Define emotional and mental health, and discuss strategies to care for each aspect of personal health.           | <b>M: Benchmark 3:</b><br><b>Demonstrate healthy ways to express needs, wants, and feelings.</b><br><br><b>Demonstrate healthy ways to support personal mental and emotional health. List sources of support for mental and emotional health issues.</b> |
| Define mediation skills to enhance health.<br><br>Define risky behaviors and unhealthy vs. healthy choices. | Use mediation skills to enhance health.<br><br>Define peer influence, risky behaviors, and unsafe or unhealthy choices. | Relate refusal and mediation skills to enhance health.<br><br>Model verbal and nonverbal refusal and negotiation skills.<br><br>List strategies to mitigate risk and unhealthy choices. | <b>M: Benchmark 4:</b><br><b>Demonstrate verbal and nonverbal refusal, negotiation, and mediation skills to enhance health.</b><br><br><b>Analyze the effects and consequences of risky behaviors and unsafe or unhealthy choices.</b>                   |
| Define and practice strategies to manage conflict..                                                         | Explain and model strategies to manage conflict in healthy ways.                                                        | Demonstrate healthy conflict management strategies.                                                                                                                                     | <b>M: Benchmark 5:</b><br><b>Demonstrate strategies to analyze and manage conflict in healthy ways.</b>                                                                                                                                                  |

## **Health Enhancement Standard Seven**

### ***Students demonstrate health-enhancing behaviors.***

#### **Rationale:**

*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.*

| 5                                                                    | 6                                                                         | 7                                                                         | 8                                                                                                                               |
|----------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Enjoy participation in physical activity.                            | Enjoy participation in physical activity.                                 | Enjoy participation in physical activity.                                 | <b>M: Benchmark 1:<br/>Enjoy participation in physical activity.</b>                                                            |
| Recognize the social benefits of physical activity.                  | Recognize the social benefits of physical activity.                       | Recognize the social benefits of physical activity.                       | <b>M: Benchmark 2:<br/>Recognize the social benefits of physical activity.</b>                                                  |
| Participate in health enhancing physical activity outside of school. | Participate in health enhancing physical activity outside of school.      | Participate in health enhancing physical activity outside of school.      | <b>M: Benchmark 3:<br/>Participate in health enhancing physical activity outside of school.</b>                                 |
| Explain and demonstrate how to achieve group goals.                  | Work cooperatively with a group to achieve goals.                         | Work cooperatively to achieve group goals in competitive settings.        | <b>M: Benchmark 4:<br/>Work cooperatively with a group to achieve group goals in both cooperative and competitive settings.</b> |
| Distinguish between personal and family health.                      | Demonstrate strategies to improve or maintain personal and family health. | Demonstrate strategies to improve or maintain personal and family health. | <b>M: Benchmark 5:<br/>Demonstrate strategies to improve or maintain personal and family health.</b>                            |