



Missoula County Public Schools

"Forward Thinking, High Achieving."

HEALTH ENHANCEMENT CURRICULUM PreK-12

Adopted June 2016

This document was developed by the Missoula County Public Schools Curriculum Consortium, which includes Missoula County Public Schools District #1, Hellgate Elementary School District #4, and Target Range School District #23.

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HEALTH ENHANCEMENT COMMITTEE 2015-2016

Teacher	Grade	Building
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Diego Hammett	K-5	Chief Charlo Elementary
Brianna Hanson	K-5	Cold Springs Elementary
Penny Kiemele	K-5	Lowell Elementary
Jane (Mary) McAllister	K-5	Lewis & Clark Elementary
Craig Myers	K-5	Rattlesnake Elementary
Glenn Moffatt	K-5	Paxson Elementary
Vicki Opstad	K-5	Russell Elementary
Jared Reinhardt	K-5	Hawthorne Elementary
Nick Weller	K-5	Cold Springs Elementary
Thai Williams	K-5	Hawthorne Elementary
Thomas Hersee	K-8	Target Range Elementary
Kendra Steele	6-8	Washington Middle School
Wendy Wilson	6-8	Meadow Hill Middle School
Korey Wolferman	6-8	C.S. Porter Middle School
Hallie Koppang	9-12	Hellgate High School
Doug Linsted	9-12	Hellgate High School
Roberta Linsted	9-12	Sentinel High School
Kimberly Rogers	9-12	Willard Alternative Program
Maureen Thomas	9-12	Big Sky High School
Edie Van Buskirk	9-12	Big Sky High School
Jeanne Veteto	9-12	Sentinel High School
Jake Arrowtop	Indian Education	MCPS
Wendy Hansmann	Special Education	Meadow Hill Middle Schools
Jenna Briggs	Instructional Coach	MCPS
Seena Demmons	Instructional Coach	MCPS
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Jodi Smith	Instructional Coach	MCPS

bold indicates steering committee

INTRODUCTION

District (MCPS), through its Forward Thinking, High Achieving: 21st Century Model of Education, is positioning its educational community to be among the best in the nation. Missoula's pursuit of excellence, equity, and broad-based involvement has its foundation in its District goals.

MISSION

To ensure every student achieves his or her full potential, regardless of circumstance and ability.

VISION

We communicate; we collaborate; we think critically; and we create. We are Missoula County Public Schools - educational leaders in a global society - fostering uncompromising excellence and empowering all learners.

CORE BELIEFS

- 1) EVERY CHILD deserves to be challenged, equipped and prepared for life beyond school.
- 2) INNOVATIVE, COMMITTED TALENT – leadership, teachers and staff – drive success in the classroom and beyond.
- 3) LEARNING ENVIRONMENTS must continually evolve to be engaging, safe and up-to-date.
- 4) STRONG COMMUNITIES start with a strong, public school system.

GOALS

- 1) RESTRUCTURE ORGANIZATION & FACILITIES: Restructure the facilities and organization to become more efficient and effective in support of 21st century learning.
- 2) STUDENT ACHIEVEMENT FOR ALL: Achievement and graduation for all students regardless of their circumstances and abilities.
- 3) QUALITY PROFESSIONAL DEVELOPMENT: Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff. Refine an implement a quality evaluation and supervision program for all staff.
- 4) CULTIVATE INVOLVEMENT: Cultivate and enhance staff, student, parent, business and community involvement.

ASSESSMENT

Assessment is an essential component of quality physical education. Through pre-assessment, the foundation is laid for instruction. Through ongoing formative assessment, the teacher and students know how well learning is progressing. And through summative assessment, teachers can share evidence of student learning with students, parents and administrators. With assessment data, teachers can track student progress across grade levels and provide evidence of program effectiveness and value. Teacher also can demonstrate that students are meeting standards and outcomes and thus, advocate for their programs.

Adapted from Couturier, Lynn, Stevie Chepko, and Shirley Ann. Holt/Hale. National Standards & Grade-level Outcomes for K-13 Physical Education. Champaign, IL, Human Kinetics, 2014

CHARACTERISTICS OF AN EFFECTIVE HEALTH ENHANCEMENT AND PHYSICAL EDUCATION CURRICULUM

The Missoula County Public Schools progressive Health enhancement curricula reflect the growing body of research that emphasizes teaching functional health and physical information (essential concepts); shaping personal values that support healthy behaviors; shaping group norms that value a healthy, fit lifestyle; and developing the essential health and fitness skills necessary to adopt, practice, and maintain health-enhancing behaviors.

HEALTH EDUCATION

Characteristics of an Effective Health Education Curriculum:

- Focuses on clear health goals and related behavioral outcomes.
- Is research-based and theory-driven.
- Addresses individual values, attitudes, and beliefs.
- Addresses individual and group norms that support health-enhancing behaviors.
- Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.
- Addresses social pressures and influences.
- Builds personal competence, social competence, and self-efficacy by addressing skills.
- Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.
- Uses strategies designed to personalize information and engage students.
- Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials.
- Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.
- Provides adequate time for instruction and learning.
- Provides opportunities to reinforce skills and positive health behaviors.
- Provides opportunities to make positive connections with influential others.
- Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.

PHYSICAL EDUCATION

Physical education is an academic subject that provides a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for healthy, active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.

A high quality physical education curriculum is based on the national standards in the Shape America document Nation Standards & Grade level Outcomes for K-12 Physical Education.

A MCPS physical education literate student

- Has learned the skills necessary to participate in a variety of physical activities
- Know the implications and the benefits of involvement in various types of physical activities
- Participates regularly in physical activity
- Is physical fit
- Values physical activity and its contributions to a healthful lifestyle

Appropriate sequencing of learning activities is critical to developing a high-quality physical education curriculum. Appropriate sequencing involves the following:

- Ensuring that motor skills, physical activity, and fitness assessments are age and developmentally appropriate;
- Methods of teaching motor and movement skills that ensure that basic skills lead to more advanced skills; and
- Plans to appropriately monitor, reinforce, and plan for student learning.

(Adapted from the CDC's Physical Education Curriculum Analysis Tool (PECAT), 2006.)

READING IN HEALTH ENHANCEMENT

Reading is critical to building knowledge in health enhancement. College and career ready reading requires an appreciation of the norms and conventions of discipline, such as the kinds of evidence used in health enhancement; and understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. When reading health enhancement, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to gain complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction.

WRITING IN HEALTH ENHANCEMENT

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve targets, competencies and standards, at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

TECHNOLOGY

The integration of curriculum and technology is essential to prepare today's students for participation in a viable democratic society. Therefore, the MCPS Health Enhancement Curriculum Committee views technology as integral to the Health Enhancement curriculum. In this document, technology may refer to materials and support equipment used in Health Enhancement applications, as well as to technological literacy, knowledge of technology and its uses and effects on society.

LIBRARY MEDIA

Teacher librarians play an essential role in curriculum implementation. They are important instructional partners and consultants in supporting and expanding existing curricula. As information specialists, teacher librarians work collaboratively with students, teachers, administrators, and parents to:

- Provide knowledge of availability and suitability of information resources to support the implementation of Montana and MCPS Standards. This is particularly relevant with the Indian Education for All Law.
- Partner in educating students, developing curricula, and integrating resources into teaching and learning.
- Serve as an expert in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective methods for the entire school district.
- Teach and integrate literature and information skills into the curriculum. They plan and teach collaboratively based on the needs of the student.

(Adapted from ALA statements, and School Libraries Work!, Scholastic Library Publishing, c2008.)

INDIAN EDUCATION FOR ALL

Missoula County Public Schools is committed to developing for all students an understanding of American and Montana Indian people and their histories, fostering respect for their cultures. In view of the unique role of the American Indian peoples in the development of the United States and the experience of Montana tribes in particular, their history and culture will be integrated wherever appropriate in the instruction of MCPS students, in accordance with the state constitution, statues, and curriculum standards.

ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.
3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.
Additionally, each tribe has their own oral history beginning with their genesis that is valid as written histories. These histories pre-date the “discovery” of North America.
4. Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
 - a. That both parties to treaties were sovereign powers.
 - b. Those Indian tribes had some form of transferable title to the land.
 - c. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.
6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Missoula County Public Schools Board Policy #2450

INSTRUCTION

2450

Recognition of American Indian Peoples' Culture and Heritage in the Curriculum Process

The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.

Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the Science curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.

NOTE: The District has nondiscriminatory policies in effect, which may be referenced.

Legal Reference:	Art. X, Sec. 1(2), Montana Constitution	
	§§ 20-1-501, et seq., MCA	Recognition of American Indian cultural heritage - legislative intent
	10.55.603 ARM	Curriculum Development and Assessment
	10.55.701 ARM	Board of Trustees
	10.55.803 ARM	Learner Access

Policy History:

History of Previous File 2121:

Presented to PN&P Committee for first reading, 3/30/00

Approved First Reading, 4/11/00

Presented to PN&P Committee for second reading, 4/27/00

Revised at C&I Committee, 5/2/00

Adopted on: October 10, 2000

Adopted on: January 14, 2003 (Policy recodified in Series 2000 adoption)

TEACHING ABOUT CONTROVERSIAL ISSUES

Missoula County Public Schools Policy #2330

INSTRUCTION

2330

Academic Freedom

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 1700 4310P, the Uniform Grievance Procedure.

This policy may not be used to challenge educational materials themselves. Please see:
BP 2313 Dealing with Challenged Educational Resources
BP 2313P Procedure for Dealing with Challenged Educational Resources

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
§ 20-3-324(16) and (17), MCA Powers and duties

Policy History:

Adopted on: January 14, 2003

Revision presented to PN&P Committee on March 25, 2009

Approved on first reading: May 12, 2009

Posted for public comment until: July 22, 2009

Adopted on second reading: August 11, 2009

Revised at Regular Meeting on September 18, 2015 and posted for public comment.

Approved on: October 13, 2015

PRE-SCHOOL

Course Overview:

Students in Preschool participate in a variety of age-appropriate activities that help them to understand and develop health-enhancing behaviors. During Preschool students acquire the knowledge and skills needed to:

- Eats and drinks a variety of foods using appropriate utensils with little or no spilling
- Prepares and serves food
- Carries out all toileting functions
- Washes and grooms self
- Unfastens fasteners on garments
- Selects appropriate clothing and dresses self at designated times
- Interacts with others as play partners
- Initiates cooperative activity
- Resolves conflicts by selecting effective strategy
- Initiates and completes age-appropriate activities
- Watches, listens, and participates during small group activities
- Watches, listens and participates during large group activities
- Meets physical needs in socially appropriate ways
- Follows context-specific rules outside home and classroom
- Communicates personal likes and dislikes
- Understands how own behaviors, thoughts, and feelings relate to consequences for others
- Relates identifying information about self and others

The Missoula County Public Schools' preschool program has adopted "AEPS Assessment, Evaluation, and Programming System for Infants and Children" as a primary source for the development of these educational targets for children ages 3, 4, 5. In addition, this model provides a framework to assess and monitor children's educational and developmental progress.

Self-Care

Mealtime
I can eat with utensils.
I can select and eat a variety of food types.
I can eat a variety of food textures.
I can take in the proper amount of liquid and return the cup to the surface.
I can put the proper amount of food in my mouth, chew with my mouth closed, and swallow before taking another bite.
I can use socially acceptable table manners.
I can serve food with a utensil.
I can pour liquid into a variety of containers.
I can use a knife to spread food.
I can prepare food for eating.
Personal Hygiene
I can tell when I need to use the toilet.
I can use the toilet.
I can use toilet paper, flush the toilet, and wash my hands after using the toilet.
I can wash and dry my hands.
I can use tissue to clean my nose.
Dressing
I can unzip and zip.
I can untie a string-type fastener.
I can unfasten and fasten buttons, snaps, and Velcro fasteners on garments.
I can put on my shoes.
I can put on a pullover garment.
I can put on a front-opening garment.

Social and Emotional Health

Interaction with Others
I can respond to affective initiations from others.
I can initiate greetings to others who are familiar.
I can take turns with others.
I can establish and maintain proximity to others.
I can respond to others in distress or need.
I can share or exchange objects.
I can maintain cooperative participation with others.
I can join others in a cooperative activity.
I can claim and defend possessions.
I can use simple strategies to resolve conflicts.
I can negotiate to resolve conflicts.
Participation
I can respond to a request to begin an activity.
I can respond to a request to finish an activity.
I can remain with my group during small group activities.
I can look at an appropriate object, person, or event during small group activities.

I can respond appropriately to directions during small group activities.
I can interact appropriately with materials during small group activities.
I can remain with my group during large group activities.
I can look at an appropriate object, person, or event during large group activities.
I can respond appropriately to directions during large group activities.
I can interact appropriately with materials during large group activities.
Interaction with Environment
I can meet my physical needs of hunger and thirst.
I can meet my observable physical needs.
I can meet my physical needs when uncomfortable, sick, hurt, or tired.
I can follow established rules at home and in the classroom.
I can seek adult permission.
Knowledge of Self and Others
I can select activities and/or objects.
I can initiate preferred activities.
I can identify my own affects and emotions.
I can identify the affects and emotions of others.
I can state my name and my age.
I can state my gender and the gender of others.
I can name my siblings and give my full name.

Physical Growth and Development

Gross Motor
I can run.
I can run, avoiding obstacles.
I can alternate my feet when walking up and down stairs.
I can balance on one foot.
I can jump from a platform.
I can jump in place.
I can jump forward.
I can bounce, trap, catch, kick, and throw a ball.
I can skip and hop.
I can ride and steer a tricycle.

Safety and Injury Prevention

I can respond to my name and warning cues.
I can stay with my group in all settings.
I am aware of potentially dangerous situations.
I know and follow safety rules for school and play.

KINDERGARTEN

Course Overview:

Missoula County Public Schools' Health Enhancement K-5 curriculum is sequential and comprehensive. The curriculum includes the knowledge and skills essential to becoming health literate and to improve the quality of students' lives through a lifetime of physical activities. Students study important and current ideas and concepts related to improving personal and family health. The skills taught give students the tools to put health concepts into practice. The goal is for students to be able to communicate, infer, and make educated decisions about issues related to personal health. Students will understand the importance that physical activity and fitness play in reducing the risks of some of the leading causes of illness and death in the United States. In addition, students will understand the connection between physical activity and leading a healthier and happier life.

Health Education Standards

The Health goals of the kindergarten grade Health Enhancement program are as follows. Students will:

- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Demonstrate the ability to use interpersonal communication skills to health and avoid or reduce health risks.
- Standard 5: Demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

Physical Education Standards

The physical goals of the kindergarten grade health enhancement program are as follows. Students will:

- Standard 1. Demonstrate competency in a variety of motor skills and movement patterns
- Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance
- Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Standard 4: Exhibit responsible personal and social behavior that respects self and others
- Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, Self-expression and/or social interaction

Health Education Units of Study

I. Nutrition

HE 1.1

- a. Name healthy and unhealthy behaviors

PE 3.1

- a. Recognize that food provides energy for physical activity.

I can tell why drinking water and choosing healthy snacks are important.
--

I can name go, slow, whoa foods.

I can state foods that provide energy.
--

I can name the sections of the Healthy Plate.

II. Mental, Emotional and Social Health * coordinate with counselor

HE 1.1

- a. Name healthy and unhealthy behaviors

HE 1.2

- a. Name types of physical health
- b. Name types of mental/emotional health
- c. Name Types of family/social health, including American Indian cultures and practices

HE 4.1

- a. Name feelings and emotions

HE 4.2

- a. Understand that listening is respectful and caring behavior

HE 4.3

- a. Demonstrate how to use refusal skills in risky situations
- b. Identify risky situations

HE 4.4

- a. Identify dangerous situations
- b.

I can name the zones of regulation.

I can identify a good choice to solve a problem. (i.e.: Kelso's choices)
--

I can show ways to be a good listener.
--

I can name different kinds of feelings.

I can explain what stress is.

I can describe ways all families are special and unique.
--

I can list ways to include others.

I can identify uncomfortable or unsafe situations.
--

I can say no or stop in an uncomfortable or unsafe situation.

I can name the trusted adults in my life.

III. Physical Growth and Development

- **The Body**

HE 1.9

- a. Name age-appropriate body parts and their function

- **Disease Prevention**

HE 1.1

- a. Name healthy and unhealthy behaviors

HE 1.3

- a. Name ways germs are spread
- b. Show ways to prevent the spread of germs

- HE 1.8
 - a. Give examples of health care
- HE 2.1
 - a. Name family practices that promote health
- HE 2.3
 - a. Identify healthy practices at school.
- HE 3.1
 - a. Name adults who help promote health
- HE 3.2
 - a. Name school and community health helpers
- HE 5.1
 - a. Give examples of safe and healthy decisions
- HE 5.2
 - a. Identify persons who can assist with safety and health-related decisions
- HE 5.3
 - a. Name ways to solve safety and health-related issues or problems
- HE 5.4
 - a. Name possible consequences of choices when making safety and health-related decisions
- HE 7.1
 - a. Name healthy behaviors toward self and others
- HE 7.2
 - a. Name personal health practices and behaviors
- HE 7.3
 - a. Name behaviors that are harmful/risky to health
- HE 8.1
 - a. Name ways to ask others to assist in promoting health
- HE 8.2
 - a. Name positive health choices that can be made by peers and self
- HE 8.3
 - a. Identify health messages

I can name different ways to take care of my body.
I can name and point to different parts of my body.
I can properly brush my teeth.
I can properly wash my hands.
I can properly cough, sneeze and blow my nose so I do not spread germs.

IV. Safety and Injury

- HE 1.1
 - a. Name healthy and unhealthy behaviors
- HE 1.6
 - a. Name safety practices at school and in the community
- HE 1.7
 - a. Name common childhood injuries
- HE 4.3
 - a. Demonstrate how to use refusal skills in risky situations
 - b. Identify risky situations
- HE 4.4
 - a. Identify dangerous situations
- HE 7.3
 - a. Name behaviors that are harmful/risky to health

I can name ways I might get hurt.
I can listen and follow directions.
I can tell which parts of my body are private.

I can follow safety rules for home, school and play in all seasons.
I can follow pedestrian rules and how it relates to traffic.
I can name some common childhood injuries.
I can pretend to dial 911 and answer with basic information.

V. Substance Abuse

- HE 1.1
 - a. Name healthy and unhealthy behaviors
- HE 1.4
 - a. Name environmental factors that can affect health
- HE 2.3
 - a. Identify healthy practices at school
- HE 4.3
 - a. Demonstrate how to use refusal skills in risky situations
 - b. Identify risky situations
- HE 4.4
 - a. Identify dangerous situations
- HE 5.1
 - a. Give examples of healthy decisions
- HE 5.2
 - a. Identify persons who can assist with health-related decisions
- HE 5.3
 - a. Name ways to solve health-related issues or problems
- HE 5.4
 - a. Name possible consequences of choices when making a health-related decision
- HE 6.1
 - a. Name types of healthy habits
- HE 6.2
 - a. Name ways family member role model healthy behaviors
- HE 7.1
 - a. Name healthy behaviors toward self and others
- HE 7.2
 - a. Name personal health practices and behaviors
- HE 7.3
 - a. Name behaviors that are harmful/risky to health
- HE 8.1
 - a. Name ways to ask others to assist in promoting health
- HE 8.2
 - a. Name positive health choices that can be made by peers and self
- HE 8.3
 - a. Identify health messages

I can talk about second-hand smoke.
I can name trusted adults who can give me medicine.
I can point out labels that show a product is not for kids.
I can explain what a consequence is.

Physical Education Standards

Physical Education Standard 1 *Demonstrate competency in a variety of motor skills and movement patterns*

Rationale: The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Critical elements are the key components of a motor skill that can be observed, the sum of which results in movement efficiency. This standard helps students develop locomotor, non-locomotor, and manipulative skills that are the foundation for lifetime activities, fitness, dance and rhythm.

- Locomotor skills – running, jumping and landing (horizontal plane), jumping and landing (vertical plane)
- Non-locomotor skills – balance, weight transfer, rolling, curling and stretching, twisting and bending
- Manipulative skills – throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhand), striking (short and long implement), jumping rope

PE 1.1	a. Perform basic locomotor, non-locomotor, and manipulative skills
PE 1.2	a. Move in different pathways, general space with different speeds, and in personal space to a rhythm

Physical Education Standard 2 *Apply knowledge of concepts, principles, strategies and tactics to movement and performance*

Rationale: Understanding movement and performance is fundamental to success in physical activities and helps students develop an understanding of movement patterns, maneuvers and approaches used in various physical activities.

PE 2.2	a. Move in different pathways, general space with different speeds, and in personal space to a rhythm
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Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Rationale: Physical activity and fitness require a progressive understanding of health behaviors that support health-enhancing practices. This standard helps students grasp the importance of physical activity knowledge, engaging in physical activity, fitness knowledge, assessment and program planning, nutrition and stress management.

PE 3.1	a. Recognize that food provides energy for physical activity
PE 3.2	a. Identify active play opportunities outside physical education class
PE 3.5	a. Actively participates in physical education class
PE 3.6	a. Recognize that physical activity causes physical changes
PE 3.7	a. Practice warm-ups and cool-downs relative to vigorous physical activity

Physical Education Standard 4 *Exhibit responsible personal and social behavior that respects self and others*

Rationale: Respect of self and others commences in the physical education environment and extends to all other areas of academia. This standard helps students develop important skills necessary for personal responsibility, accepting feedback, working with others, rules and etiquette, and safety.

PE 4.1
a. Follow directions in group settings (e.g., safe behaviors, following rules, taking turns)
PE 4.2
a. Acknowledge responsibility for behavior when prompted
PE 4.3
a. Follow instruction/direction when prompted
PE 4.4
a. Recognize the established protocol for class activities
PE 4.5
a. Shares equipment and space with others
PE 4.6
a. Recognize differences in ideas, cultures, and body types
PE 4.7
a. Follow teacher directions for safe participation and proper use of equipment with minimal reminders

Physical Education Standard 5 *Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction*

Rationale: Physical activity and its relationship with mental/emotional health and family/social health is vital to personal well-being and a health-enhancing lifestyle. This standard helps students develop and appreciation for the benefits of physical activity which include health, enjoyment, challenge, self-expression and/or social interaction.

PE 5.1
a. Recognize that physical activity is important for good health
PE 5.2
a. Acknowledge that some physical activities are challenging/difficult
PE 5.3
a. Identify physical activities that result in a positive personal experience while playing with friends

1ST GRADE

Course Overview:

Missoula County Public Schools' Health Enhancement K-5 curriculum is sequential and comprehensive. The curriculum includes the knowledge and skills essential to becoming health literate and to improve the quality of students' lives through a lifetime of physical activities. Students study important and current ideas and concepts related to improving personal and family health. The skills taught give students the tools to put health concepts into practice. The goal is for students to be able to communicate, infer, and make educated decisions about issues related to personal health. Students will understand the importance that physical activity and fitness play in reducing the risks of some of the leading causes of illness and death in the United States. In addition, students will understand the connection between physical activity and leading a healthier and happier life.

Health Education Standards

The Health goals of the first grade Health Enhancement program are as follows. Students will:

- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Demonstrate the ability to use interpersonal communication skills to health and avoid or reduce health risks.
- Standard 5: Demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

Physical Education Standards

The physical goals of the first grade health enhancement program are as follows. Students will:

- Standard 1. Demonstrate competency in a variety of motor skills and movement patterns
- Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance
- Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Standard 4: Exhibit responsible personal and social behavior that respects self and others
- Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, Self-expression and/or social interaction

Health Education Units of Study

I. Nutrition

HE 1.1

- a. Describe healthy behaviors

PE 3.1

- a. Differentiate between healthy and unhealthy foods

I can explain why drinking water is important.
--

I can identify go, slow, whoa foods.

I can choose foods that would make a healthy plate.

II. Mental, Emotional and Social Health * coordinate with counselor

HE 1.1

- a. Describe healthy behaviors

HE 1.2

- a. Give examples of physical, mental/ emotional, and family/social health, including American Indian cultures and practices.

HE 4.1

- a. Show how to share feelings in a healthy way

HE 4.2

- a. Describe ways listening is a respectful and caring behavior

HE 4.3

- a. Describe and demonstrate how to use a variety of refusal skills

HE 4.4

- a. Describe how to get help in a dangerous situation

I can identify and accurately express my feelings.
--

I can share my feelings by using "I" statements. (I can regulate my feelings)

I can respectfully listen and accept an apology.
--

I can show ways to make and keep a friend.
--

I can tell the difference between tattling and telling.

I can explain how stress affects the body. (I can explain stresses in my own life.)

I can identify which zone my feelings are in. (Zones of Regulation)

I can explain positive and negative ways to resolve conflict.

I can name my role in my family.

I can identify several ways to get help in an uncomfortable or unsafe situation.
--

III. Physical Growth and Development

- **The Body**

HE 1.9

- a. Identify basic body systems such as circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous

- **Disease Prevention**

HE 1.1

- a. Describe healthy behaviors

HE 1.3

- a. List ways to prevent the spread of germs

HE 1.8

- a. Name reasons for seeing a health care professional

- HE 2.1
 - a. Describe ways a family practices health promotion
- HE 2.3
 - a. Name ways in which schools promote personal health practices and behaviors
- HE 3.1
 - a. Describe ways adults can help promote health
- HE 3.2
 - a. Describe school and community health helpers
- HE 5.1
 - a. Name steps in making safe and healthy decisions
- HE 5.2
 - a. Name examples of responsible safety health-related decisions
- HE 5.3
 - a. List ways to solve safety and health-related issues or problem
- HE 5.4
 - a. List possible consequences of choices when making safety and health-related decision
- HE 7.1
 - a. List examples of healthy behaviors toward self and others
- HE 7.2
 - a. Tell ways to maintain or improve personal health behaviors
- HE 7.3
 - a. Explain harmful/risky behaviors to health
- HE 8.1
 - a. Express how to ask others to assist in promoting health
- HE 8.2
 - a. Show how peers can make positive health choices
- HE 8.3
 - a. List a variety of health messages

I can name the body parts that make up the five senses (eyes, ears, nose, touch, tongue).
I can name different parts of the body (bones, muscles, joints, skin, brain, heart, lungs, etc.) and tell what they do.
I can explain how healthy eating, drinking, exercising and sleeping keeps my body balanced.
I can tell how germs are spread.
I can explain how washing my hands, blowing my nose and sneezing or coughing appropriately helps prevent spreading germs.

IV. Safety and Injury Prevention

- HE 1.1
 - a. Describe healthy behaviors
- HE 1.6
 - a. List ways to be safe and healthy at school and in the community.
- HE 1.7
 - a. List common childhood injuries and their treatment
- HE 4.3
 - a. Describe and demonstrate how to use a variety of refusal skills
- HE 4.4
 - a. Describe how to get help in a dangerous situation
- HE 7.3
 - a. Name harmful/risky behaviors to health

I can practice safety rules for home, school and play.
I can practice when to say 'no' to keep myself safe.
I can identify appropriate dress and safety precautions for the season.
I can tell my personal identification information (name, age, phone number, location) to trusted adults.
I can name dangerous situations (i.e.: stranger, fire, drugs, traffic etc.).

I can report to a trusted adult about a harmful situation.

V. Substance Abuse

- HE 1.1
 - a. Describe healthy behaviors
- HE 1.4
 - a. List environmental factors that can affect health
- HE 2.2
 - a. Name ways that peers influence behavior
- HE 2.3
 - a. Name ways in which schools promote personal health practices and behaviors
- HE 2.4
 - a. Identify examples from different media sources that influence health
- HE 4.3
 - a. Describe and demonstrate how to use a variety of refusal skills
- HE 4.4
 - a. Describe how to get help in a dangerous situation
- HE 5.1
 - a. Name steps in making a wise and healthy decision
- HE 5.2
 - a. Name examples of responsible health-related decisions
- HE 5.3
 - a. List ways to solve health-related issues or problem
- HE 5.4
 - a. List possible consequences of choices when making a health-related decision
- HE 6.1
 - a. Explain types of healthy habits
- HE 6.2
 - a. Identify a goal and who can help achieve that goal
- HE 7.1
 - a. List examples of healthy behaviors toward self and others
- HE 7.2
 - a. Tell ways to maintain or improve personal health behaviors
- HE 7.3
 - a. Name harmful/risky behaviors to health
- HE 8.1
 - a. Express how to ask others to assist in promoting health
- HE 8.2
 - a. Show how peers can make positive health choices
- HE 8.3
 - a. Describe health messages and communication techniques

I can talk about the harmful effects of second-hand smoke.
I can tell why it is bad to take medicine without a trusted adult giving it to me.
I can point out which products require a trusted adult's direction prior to use.
I can define a good and bad consequence.

Physical Education Standards

Physical Education Standard 1 *Demonstrate competency in a variety of motor skills and movement patterns*

Rationale: The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Critical elements are the key components of a motor skill that can be observed, the sum of which results in movement efficiency. This standard helps students develop locomotor, non-locomotor, and manipulative skills that are the foundation for lifetime activities, fitness, dance and rhythm.

- Locomotor skills – running, jumping and landing (horizontal plane), jumping and landing (vertical plane)
- Non-locomotor skills – balance, weight transfer, rolling, curling and stretching, twisting and bending
- Manipulative skills – throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhand), striking (short and long implement), jumping rope

PE 1.1
a. Perform most basic locomotor, non-locomotor, and manipulative skills in developing patterns
PE 1.2
a. Move using various locomotor patterns in response to a variety of rhythms, including American Indian dance and practices.

Physical Education Standard 2 *Apply knowledge of concepts, principles, strategies and tactics to movement and performance*

Rationale: Understanding movement and performance is fundamental to success in physical activities and helps students develop an understanding of movement patterns, maneuvers and approaches used in various physical activities.

PE 2.2
a. Move in self-space; differentiating between fast and slow speeds, strong and light force

Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Rationale: Physical activity and fitness require a progressive understanding of health behaviors that support health-enhancing practices. This standard helps students grasp the importance of physical activity knowledge, engaging in physical activity, fitness knowledge, assessment and program planning, nutrition and stress management.

PE 3.1
a. Differentiate between healthy and unhealthy foods
PE 3.2
a. Discuss the benefits of being active and exercising/playing
PE 3.5
a. Actively engages in physical education class
PE 3.6
a. Identify muscles that grow stronger with physical activity
PE 3.7
a. Name warm-ups and cool-downs relative to vigorous physical activity

Physical Education Standard 4 *Exhibit responsible personal and social behavior that respects self and others*

Rationale: Respect of self and others commences in the physical education environment and extends to all other areas of academia. This standard helps students develop important skills necessary for personal responsibility, accepting feedback, working with others, rules and etiquette, and safety.

PE 4.1
a. Accept personal responsibility by using equipment and space appropriately
PE 4.2
a. Follow the rules/parameters of the learning environment
PE 4.3
a. Respond appropriately to general feedback from a teacher
PE 4.4
a. Exhibit the established protocol for class activities
PE 4.5
a. Work independently with others in a variety of class environments
PE 4.6
a. Tell ways to accept other's ideas, cultural diversity, and body types
PE 4.7
a. Follow teacher directions for safe participation and proper use of equipment without teacher reminders

Physical Education Standard 5 *Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction*

Rationale: Physical activity and its relationship with mental/emotional health and family/social health is vital to personal well-being and a health-enhancing lifestyle. This standard helps students develop and appreciation for the benefits of physical activity which include health, enjoyment, challenge, self-expression and/or social interaction.

PE 5.1
a. Identify physical activity as a component of good health
PE 5.2
a. Recognize that challenge in physical activities can lead to success
PE 5.3
a. Describe positive results gained from participating in physical activities with others

2ND GRADE

Course Overview:

Missoula County Public Schools' Health Enhancement K-5 curriculum is sequential and comprehensive. The curriculum includes the knowledge and skills essential to becoming health literate and to improve the quality of students' lives through a lifetime of physical activities. Students study important and current ideas and concepts related to improving personal and family health. The skills taught give students the tools to put health concepts into practice. The goal is for students to be able to communicate, infer, and make educated decisions about issues related to personal health. Students will understand the importance that physical activity and fitness play in reducing the risks of some of the leading causes of illness and death in the United States. In addition, students will understand the connection between physical activity and leading a healthier and happier life.

Health Education Standards

The Health goals of the second grade Health Enhancement program are as follows. Students will:

- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Demonstrate the ability to use interpersonal communication skills to health and avoid or reduce health risks.
- Standard 5: Demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

Physical Education Standards

The physical goals of the second grade health enhancement program are as follows. Students will:

- Standard 1. Demonstrate competency in a variety of motor skills and movement patterns
- Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance
- Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Standard 4: Exhibit responsible personal and social behavior that respects self and others
- Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, Self-expression and/or social interaction

Health Education Units of Study

I. Nutrition

HE 1.1

- a. Identify and explain how health behaviors affect personal health.

PE 3.1

- a. Recognize the “good health balance” of good nutrition with physical activity

I can explain when it is important to drink water.
--

I can use Go, Slow, Whoa foods to make a Healthy Plate.

I can tell why eating healthy foods and being physically active makes me “balanced.”
--

II. Mental, Emotional and Social Health * coordinate with counselor

HE 1.1

- a. Identify and explain how health behaviors affect personal health

HE 1.2

- a. Recognize that there are multiple dimensions of health - physical, mental/emotional, and family/social health, including American Indian cultures and practices

HE 4.1

- a. Explain healthy ways to express needs, wants, and feelings

HE 4.2

- a. Demonstrate listening skills to enhance health

HE 4.3

- a. Demonstrate ways to respond in an unwanted, threatening, or dangerous situation

HE 4.4

- a. Demonstrate ways to tell a trusted adult if threatened or harmed

I can appropriately express my feelings. (tone, body language, words)

I can regulate my feelings.

I can describe how to care for others and why it is important.
--

I can discuss how my choices have consequences.

I can explain stresses in my own life.
--

I can define “healthy self-concept.”

I can deal with conflict appropriately.

I can explain how I impact my family.

I can identify problems I can solve and problems I need help with.
--

I can say no or stop in an uncomfortable or unsafe situation.

I can name the trusted adults in my life.

III. Physical Growth and Development

- **The Body**

HE 1.9

- a. Name age-appropriate body parts and their function; such as circulatory, respiratory, skeletal, cardiovascular, muscular, digestive, and nervous.

- **Disease Prevention**

HE 1.1

- a. Identify and explain how health behaviors affect personal health

HE 1.3

- a. Describe some ways to prevent childhood communicable diseases

HE 1.8

- a. Describe why it is important to seek health care

HE 2.1

- a. Identify how family and culture influence personal health practices and behaviors.

HE 2.3

- a. Identify what the school can do to support personal health practices and behaviors
- HE 2.6
 - a. Give examples of school or community policies that promote health and safety
- HE 3.1
 - a. Identify trusted adults and professionals who can help promote health
- HE 3.2
 - a. Identify ways to locate school and community health helpers
- HE 5.1
 - a. Identify situations when a safety and health-related decision is needed
- HE 5.2
 - a. Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed
- HE 5.3
 - a. Describe ways to solve safety and health-related issues or problems
- HE 5.4
 - a. Describe possible consequences of choices when making safety and health-related decision
- HE 7.1
 - a. Describe practices of healthy behaviors toward self and others
- HE 7.2
 - a. Demonstrate healthy practices and behaviors to maintain or improve personal health
- HE 7.3
 - a. Demonstrate behaviors that avoid or reduce health risk
- HE 8.1
 - a. Make requests to promote health
- HE 8.2
 - a. Name ways to encourage others to make positive health choices
- HE 8.3
 - a. Describe health messages and communication techniques
 - b.

I can name different parts of the body and the system they relate to.

I can describe how to wash my hands, blow my nose, cough or sneeze appropriately to prevent spreading germs.
--

I can define the terms virus and bacteria.
--

I can recognize different types of infections.
--

IV. Safety and Injury Prevention

- HE 1.1
 - a. Identify and explain how health behaviors affect personal health
- HE 1.6
 - a. Give examples of how to be safe at school and in the community
- HE 1.7
 - a. List ways to prevent and treat common childhood injuries
- HE 2.6
 - a. Give examples of school or community policies that promote health and safety
- HE 4.3
 - a. Demonstrate ways to respond in an unwanted, threatening, or dangerous situation
- HE 4.4
 - a. Demonstrate ways to tell a trusted adult if threatened or harmed
- HE 7.3
 - a. Demonstrate behaviors that avoid or reduce health risk

I can follow a safety plan.

I can explain safety rules in and outside of school.
--

I can practice how to call 911 and use the correct information to help someone who is hurt.

I can explain safety rules for various dangerous seasonal conditions.

I can explain the difference between good, bad and confusing touches.

I can practice saying 'no' to protect my personal safety.

I can list dangerous situations (i.e.: stranger, fire, drugs, traffic etc.) and describe how to avoid and escape them.

V. Substance Abuse

HE 1.1

- a. Identify and explain how health behaviors affect personal health

HE 1.2

- a. Recognize that there are multiple dimensions of health - physical, mental/emotional, and family/social health, including American Indian cultures and practices

HE 1.4

- a. Describe common environmental factors that can affect health

HE 2.2

- a. List ways that peers influence behavior

HE 2.3

- a. Identify what the school can do to support personal health practices and behaviors

HE 2.4

- a. Describe how the media can influence health behaviors

HE 2.6

- a. Give examples of school or community policies that promote health and safety

HE 4.3

- a. Demonstrate ways to respond in an unwanted, threatening, or dangerous situation

HE 4.4

- a. Demonstrate ways to tell a trusted adult if threatened or harmed

HE 5.1

- a. Identify situations when a health-related decision is needed

HE 5.2

- a. Differentiate between situations when a health-related decision can be made individually or when assistance is needed

HE 5.3

- a. Describe ways to solve health-related issues or problems

HE 5.4

- a. Describe possible consequences of choices when making a health-related decision

HE 6.1

- a. Identify short-term personal health goals and take action toward achieving goal

HE 6.2

- a. Identify who can help when assistance is needed to achieve a personal health goal

HE 7.1

- a. Describe practices of healthy behaviors toward self and others

HE 7.2

- a. Demonstrate healthy practices and behaviors to maintain or improve personal health

HE 7.3

- a. Demonstrate behaviors that avoid or reduce health risk

HE 8.1

- a. Make requests to promote health

HE 8.2

- a. Name ways to encourage others to make positive health choices

HE 8.3

- a. List a variety of health messages

I can discuss how misusing medicines, alcohol, chemical substances and harmful drugs affect the body.

I can talk about how the media affects my choices.

I can show ways to avoid second-hand smoke.

I can recognize safety labels and follow a trusted adult's direction for proper use of safe medicines.

I can recognize that personal choices can have good and bad consequences.

Physical Education Standards

Physical Education Standard 1 *Demonstrate competency in a variety of motor skills and movement patterns*

Rationale: The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Critical elements are the key components of a motor skill that can be observed, the sum of which results in movement efficiency. This standard helps students develop locomotor, non-locomotor, and manipulative skills that are the foundation for lifetime activities, fitness, dance and rhythm.

- Locomotor skills – running, jumping and landing (horizontal plane), jumping and landing (vertical plane)
- Non-locomotor skills – balance, weight transfer, rolling, curling and stretching, twisting and bending
- Manipulative skills – throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhand), striking (short and long implement), jumping rope

PE 1.1
a. Perform basic locomotor, non-locomotor, and manipulative skills in developing patterns
PE 1.2
a. Perform basic dance and rhythm routines using a combination of motor skills, including American Indian dance and practices

Physical Education Standard 2 *Apply knowledge of concepts, principles, strategies and tactics to movement and performance*

Rationale: Understanding movement and performance is fundamental to success in physical activities and helps students develop an understanding of movement patterns, maneuvers and approaches used in various physical activities.

PE 2.1
a. Name games, sports, or dances, performed in other cultures, including American Indian
PE 2.2
a. Combine locomotor skills in general space to rhythm or beat

Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Rationale: Physical activity and fitness require a progressive understanding of health behaviors that support health-enhancing practices. This standard helps students grasp the importance of physical activity knowledge, engaging in physical activity, fitness knowledge, assessment and program planning, nutrition and stress management.

PE 3.1
a. Recognize the “good health balance” of good nutrition with physical activity
PE 3.2
a. Describe physical activities outside physical education class
PE 3.5
a. Actively engages in physical education class in response to instruction and practice
PE 3.6
a. Identify physical activities which contribute to developing strength and fitness
PE 3.7
a. Describe warm-ups and cool-downs relative to vigorous physical activity

Physical Education Standard 4 *Exhibit responsible personal and social behavior that respects self and others*

Rationale: Respect of self and others commences in the physical education environment and extends to all other areas of academia. This standard helps students develop important skills necessary for personal responsibility, accepting feedback, working with others, rules and etiquette, and safety.

PE 4.1 a. Practice skills with minimal teacher prompting
PE 4.2 a. Accept responsibility for class protocols with behavior and performance actions
PE 4.3 a. Accept specific corrective feedback from a teacher
PE 4.4 a. Recognize the role of rules and etiquette in teacher-designed physical activities
PE 4.5 a. Work independent with others in partner environments
PE 4.6 a. Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities
PE 4.7 a. Work independently and safely in physical education

Physical Education Standard 5 *Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction*

Rationale: Physical activity and its relationship with mental/emotional health and family/social health is vital to personal well-being and a health-enhancing lifestyle. This standard helps students develop and appreciation for the benefits of physical activity which include health, enjoyment, challenge, self-expression and/or social interaction.

PE 5.1 a. Recognize the value of "good health balance"
PE 5.2 a. Compare physical activities that bring confidence and challenges
PE 5.3 a. Discuss positive results gained from participating in physical activities with others

3RD GRADE

Course Overview:

Missoula County Public Schools' Health Enhancement K-5 curriculum is sequential and comprehensive. The curriculum includes the knowledge and skills essential to becoming health literate and to improve the quality of students' lives through a lifetime of physical activities. Students study important and current ideas and concepts related to improving personal and family health. The skills taught give students the tools to put health concepts into practice. The goal is for students to be able to communicate, infer, and make educated decisions about issues related to personal health. Students will understand the importance that physical activity and fitness play in reducing the risks of some of the leading causes of illness and death in the United States. In addition, students will understand the connection between physical activity and leading a healthier and happier life.

Health Education Standards

The Health goals of the third grade Health Enhancement program are as follows. Students will:

- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Demonstrate the ability to use interpersonal communication skills to health and avoid or reduce health risks.
- Standard 5: Demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

Physical Education Standards

The physical goals of the third grade health enhancement program are as follows. Students will:

- Standard 1. Demonstrate competency in a variety of motor skills and movement patterns
- Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance
- Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Standard 4: Exhibit responsible personal and social behavior that respects self and others
- Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, Self-expression and/or social interaction

Health Education Units of Study

I. Nutrition

HE 1.1

- a. Identify links between healthy choices and personal health

PE 3.1

- a. Identify foods that are beneficial for pre- and post-physical activity

I can explain how water helps my personal health.

I can explain why portion size is important.
--

I can identify foods that give me energy before and after exercise.

I. Mental, Emotional and Social Health * coordinate with counselor

HE 1.1

- a. Identify links between healthy choices and personal health
- b. Define life skills
- c. Use goal-setting to practice healthy behaviors

HE 1.2

- a. Describe various types of physical mental/emotional, and family/social health, including American Indian cultures and practices

HE 4.1

- a. List ways to show respect for self and others, including American Indian cultures and practices

HE 4.2

- a. List verbal and nonverbal refusal skills

HE 4.3

- a. Recognize conflict and apply nonviolent strategies to manage or resolve conflict

HE 4.4

- a. Discuss situations when it is necessary to seek assistance for the health and safety of self and others

I can appropriately express my needs, wants and feelings. (tone, body language, words)
--

I can determine external factors that affect my feelings. (family, media, friends...)

I can define and show empathy for others.

I can describe bullying behaviors.

I can analyze a bullying situation and respond appropriately.

I can explain how my stresses affect my health.

I can explain factors and make choices that influence my "healthy self-concept."
--

I can independently demonstrate how to resolve conflict.
--

I can explain how my family impacts me.

I can discuss problems I can solve and problems I need help with.

I can demonstrate responsible choices.
--

I can describe the characteristics of a trusted adult.
--

II. Physical Growth and Development

• The Body

HE 1.9

- a. Name body systems and their function – circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous.

• Disease Prevention

HE 1.1

- a. Identify links between healthy choices and personal health
- b. Define life skills
- c. Use goal-setting to practice healthy behaviors

- HE 1.3
 - a. Explain the difference between childhood communicable and non-communicable diseases
- HE 1.8
 - a. Identify situations that require health care
- HE 2.1
 - a. Describe ways family and culture influence personal health practices and behaviors, including American Indian cultures and practices.
- HE 2.3
 - a. Explain ways the school can support personal health practices and behaviors
- HE 2.5
 - a. Name the types of technology that influence personal health
- HE 2.6
 - a. Describe ways that the school and community policies promote health and safety
- HE 3.1
 - a. Give examples of valid health information, products, and services
- HE 3.2
 - a. Identify resources available at home, school, tribe, and community that provide valid health information
- HE 5.1
 - a. Name routine safety and health-related situations
- HE 5.2
 - a. Discuss situations when support is needed in making safety and health-related decisions
- HE 5.3
 - a. Discuss various options to safety and health-related issues or problems
- HE 5.4
 - a. Discuss possible consequences of choices when making safety and health-related decision
 - b. Name outcomes for various safety, healthy and unhealthy decisions
- HE 7.1
 - a. Describe practices of healthy behaviors toward self and others
- HE 7.2
 - a. Discuss reasons for responsible personal health behaviors
- HE 7.3
 - a. Identify health and unhealthy behaviors
- HE 8.1
 - a. Share accurate information about health issues
- HE 8.2
 - a. Encourage peers to make positive health choices.
- HE 8.3
 - a. Discuss health messages and communication techniques

I can name and identify the function of the body systems (circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous)
I can explain that growth is a continuous process but each person grows differently.
I can identify contagious and non-contagious diseases. (I can explain what contagious means and what non-contagious means.)
I can name the four types of infections: viral, bacterial, fungal and parasitic.
I can practice habits that help prevent the spread of infection (i.e.: lice, pink eye, athlete's foot).
I can explain how many body fights against germs. (skin, immune system, sleep, vaccines.)
I can demonstrate ways to show compassion for persons with an infection.

III. Safety and Injury Prevention

- HE 1.1
 - a. Identify links between healthy choices and personal health
 - b. Define life skills
 - c. Use goal-setting to practice healthy behaviors

- HE 1.6
 - a. Describe how health can be affected by school and community environments
- HE 1.7
 - a. Name common childhood health problems
- HE 2.6
 - a. Describe ways that the school and community policies promote health and safety
- HE 4.3
 - a. Recognize conflict and apply nonviolent strategies to manage or resolve conflict
- HE 4.4
 - a. Discuss situations when it is necessary to seek assistance for the health and safety of self and others
- HE 7.3
 - a. Identify health and unhealthy behaviors

I can explain safety rules in and outside of school.
I can identify when someone's hurt and when to get help (i.e.: 911).
I can explain safety rules for various dangerous seasonal conditions.
I can role play ways to cope in a variety of unsafe situations.
I can tell the difference between an accident and a preventable injury.
I can explain the difference between appropriate touch and inappropriate touch.
I can identify safety rules about touch.

IV. Substance Abuse

- HE 1.1
 - a. Identify links between healthy choices and personal health
 - b. Define life skills
 - c. Use goal-setting to practice healthy behaviors
- HE 1.2
 - a. Describe various types of physical mental/emotional, and family/social health, including American Indian cultures and practices
- HE 1.4
 - a. Identify the potential sources of environmental factors that affect health
- HE 2.2
 - a. Describe ways that peers influence behavior
- HE 2.3
 - a. Explain ways the school can support personal health practices and behaviors
- HE 2.4
 - a. Discuss ways the media can influence thoughts, feelings, and health behaviors
- HE 2.6
 - a. Describe ways that the school and community policies promote health and safety
- HE 4.2
 - a. List verbal and nonverbal refusal skills
- HE 4.3
 - a. Recognize conflict and apply nonviolent strategies to manage or resolve conflict
- HE 4.4
 - a. Discuss situations when it is necessary to seek assistance for the health and safety of self and others
- HE 5.1
 - a. Name routine health-related situations
- HE 5.2
 - a. Discuss situations when support is needed in making health-related decisions
- HE 5.3
 - a. Discuss various options to health-related issues or problems
- HE 5.4
 - a. Discuss possible consequences of choices when making a health-related decision

- b. Name outcomes for various healthy and unhealthy decisions
- HE 6.1
- a. Describes ways to set personal health goals
- HE 6.2
- a. Discusses personal health goal-setting and the resources that can assist in achieving goals
- HE 7.1
- a. Describe practices of healthy behaviors toward self and others
- HE 7.2
- a. Identify responsible personal health behaviors
- b. Explains personal health practices and behaviors that maintain or improve personal health
- HE 7.3
- a. Identify health and unhealthy behaviors
- HE 8.1
- a. Share accurate information about health issues
- HE 8.2
- a. Encourage peers to make positive health choices
- HE 8.3
- a. Discuss health messages and communication techniques

I can tell how substance abuse affects a person's life.
I can explain how second-hand smoke affects a person's health.
I can identify trusted adults who can provide help for chemical and substance abuse problems (with help from the teacher).
I can demonstrate how and when to say 'no' to harmful behaviors and substances.
I can define peer pressure.
I can explain how risky behaviors have consequences (i.e.: law, broken relationships, trust, etc.).

Physical Education Standards

Physical Education Standard 1 *Demonstrate competency in a variety of motor skills and movement patterns*

Rationale: The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Critical elements are the key components of a motor skill that can be observed, the sum of which results in movement efficiency. This standard helps students develop locomotor, non-locomotor, and manipulative skills that are the foundation for lifetime activities, fitness, dance and rhythm.

- Locomotor skills – running, jumping and landing (horizontal plane), jumping and landing (vertical plane)
- Non-locomotor skills – balance, weight transfer, rolling, curling and stretching, twisting and bending
- Manipulative skills – throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhand), striking (short and long implement), jumping rope

PE 1.1 a. Perform a combination of motor skills in various contexts
PE 1.2 a. Perform basic dance and rhythm, and basic gymnastics routines using a combination of motor skills, including American Indian dance and practices

Physical Education Standard 2 *Apply knowledge of concepts, principles, strategies and tactics to movement and performance*

Rationale: Understanding movement and performance is fundamental to success in physical activities and helps students develop an understanding of movement patterns, maneuvers and approaches used in various physical activities.

PE 2.1 a. Tell the origin of a game, sport or dance, including American Indian cultures
PE 2.2 a. Recognizes the concept of open space in movement context

Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Rationale: Physical activity and fitness require a progressive understanding of health behaviors that support health-enhancing practices. This standard helps students grasp the importance of physical activity knowledge, engaging in physical activity, fitness knowledge, assessment and program planning, nutrition and stress management.

PE 3.1 a. Identify foods that are beneficial for pre- and post-physical activity
PE 3.2 a. Chart participation in physical activities outside physical education class

PE 3.5 a. Actively engages in activities of physical education class without teacher prompting
PE 3.6 a. Describe the concept of physical fitness and provide examples of physical activity that enhance fitness
PE 3.7 a. Recognize importance of warm-up and cool-down relative to vigorous physical activity

Physical Education Standard 4 *Exhibit responsible personal and social behavior that respects self and others*

Rationale: Respect of self and others commences in the physical education environment and extends to all other areas of academia. This standard helps students develop important skills necessary for personal responsibility, accepting feedback, working with others, rules and etiquette, and safety.

PE 4.1 a. Exhibit personal responsibility in teacher-directed activities
PE 4.2 a. Work independently for extended periods of time
PE 4.3 a. Accept and implement specific corrective teacher feedback
PE 4.4 a. Recognize the role of rules and etiquette in physical activity with peers
PE 4.5 a. Support and work cooperatively with others
PE 4.6 a. Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities
PE 4.7 a. Work independently and safely in physical activity settings

Physical Education Standard 5 *Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction*

Rationale: Physical activity and its relationship with mental/emotional health and family/social health is vital to personal well-being and a health-enhancing lifestyle. This standard helps students develop and appreciation for the benefits of physical activity which include health, enjoyment, challenge, self-expression and/or social interaction.

PE 5.1 a. Discuss the relationship between physical activity and good health
PE 5.2 a. Discuss the challenge that comes from learning a new physical activity
PE 5.3 a. Describe the positive social interactions that come when engaged with others in physical activity

4TH GRADE

Course Overview:

Missoula County Public Schools' Health Enhancement K-5 curriculum is sequential and comprehensive. The curriculum includes the knowledge and skills essential to becoming health literate and to improve the quality of students' lives through a lifetime of physical activities. Students study important and current ideas and concepts related to improving personal and family health. The skills taught give students the tools to put health concepts into practice. The goal is for students to be able to communicate, infer, and make educated decisions about issues related to personal health. Students will understand the importance that physical activity and fitness play in reducing the risks of some of the leading causes of illness and death in the United States. In addition, students will understand the connection between physical activity and leading a healthier and happier life.

Health Education Standards

The Health goals of the fourth grade Health Enhancement program are as follows. Students will:

- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Demonstrate the ability to use interpersonal communication skills to health and avoid or reduce health risks.
- Standard 5: Demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

Physical Education Standards

The physical goals of the fourth grade health enhancement program are as follows. Students will:

- Standard 1. Demonstrate competency in a variety of motor skills and movement patterns
- Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance
- Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Standard 4: Exhibit responsible personal and social behavior that respects self and others
- Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, Self-expression and/or social interaction

Health Education Units of Study

I. Nutrition

HE 1.1

- a. Identify life skills that improve health and wellness
- b. Discuss healthy/unhealthy behaviors and their effect on health
- c. Identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress managements, including American Indian cultures and practices

PE 3.1

- a. Discuss the importance of hydration and hydration choices relative to physical activities

I can define hydration.
I can explain why drinking water is a better choice than other drinks.
I can identify foods that can be prepared quickly.
I can compare and contrast food prepared at home versus eating out.
I can identify foods that are healthier when eating out.
I can discuss the power of media on my health.
I can set dietary goals.

II. Mental, Emotional and Social Health * coordinate with counselor

HE 1.1

- a. Identify life skills that improve health and wellness
- b. Discuss healthy/unhealthy behaviors and their effect on health
- c. Identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress managements, including American Indian cultures and practices

HE 1.2

- a. Discuss various types of physical, mental/emotional; and family/social health, including American Indian cultures and practices

HE 4.1

- a. Demonstrate ways to communicate care, consideration and respect of self and others, including American Indian cultures and practices

HE 4.2

- a. List reasons to use refusal skills to avoid or reduce health risks

HE 4.3

- a. List strategies to control angry feelings

HE 4.4

- a. Describe reasons for seeking assistance to enhance the health and safety of self and others

I can develop strategies for dealing with my needs, wants and feelings and those of others.
I can determine tools that help me control angry feelings.
I can show respect and empathy for individual differences.
I can identify situations where I would use refusal skills to avoid or reduce health risks.
I can explain how gossip and bullying are related and can hurt relationships.
I can identify ways to reduce my personal stress.
I can define 'stereotypes' (i.e.: race, gender, socioeconomic status, culture, religion, etc.) and 'clique/crew.' I can describe how they are related.
I can define what sexual and gender harassment means.
I can continue to make healthier choices that influence my self-concept.
I can independently demonstrate how to resolve conflict.

I can describe ways to be a responsible friend and family member.

I can list ways a family can adapt when there is a major life change. (i.e.: divorce, death, suicide, illness, jobs, moving, birth.)

I can describe the characteristics of a trusted adult.

III. Physical Growth and Development

- **The Body**

HE 1.9

- a. Discuss the structure and function of each of the following systems- circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous

- **Disease Prevention**

HE 1.1

- a. Identify life skills that improve health and wellness
- b. Discuss healthy/unhealthy behaviors and their effect on health
- c. Identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress managements, including American Indian cultures and practices
- d. Describe risky behaviors and their consequences

HE 1.3

- a. Describe how universal precautions and other hygienic practices reduce the risk for contracting a disease

HE 1.8

- a. Give examples of health care and their benefits, including American Indian cultures and practices

HE 2.1

- a. Explain ways family and culture influence personal health practices and behaviors

HE 2.3

- a. Identify how the school, tribe, and community can support personal health practices and behaviors

HE 2.5

- a. List ways technology can influence personal health

HE 2.6

- a. Discuss ways that school and community policies promote health, safety and disease prevention

HE 3.1

- a. List qualities of valid health information, products, and services

HE 3.2

- a. Describe resources from home, school, tribe, and community that provide valid health information

HE 5.1

- a. Discuss options of what to do in potential safety and health-risk situations

HE 5.2

- a. Identify situations when assistance is needed to make safety and health-related decisions

HE 5.3

- a. List positive alternatives to resolving safety and health-related issues or problems

HE 5.4

- a. Explain possible consequences of health-related decisions
- b. Create a list of positive and negative outcomes related to various safety and health-related decisions

HE 7.1

- a. Discuss practices of healthy behaviors toward self and others

HE 7.2

- a. Identify responsible personal health behaviors

- b. Explains personal health practices and behaviors that maintain or improve personal health
- HE 7.3
- a. Discuss reasons for healthy behaviors that avoid or reduce health risks
- HE 8.1
- a. Discuss accurate information about a health issue
- HE 8.2
- a. Discuss ways that encourage others to make positive health choices
- HE 8.3
- a. Compare and contrast health messages and communication technique

I can describe the function of the following body systems. (circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous)
I can explain how proper hygiene can prevent the spread of germs.
I can list contagious, non-contagious and chronic diseases.
I can identify ways to reduce the spread of disease. (HIV, STI, contagious, non-contagious, and chronic)
I can practice habits that help prevent the spread of infection (i.e.: lice, pink eye, athlete's foot).
I can demonstrate ways to show compassion for persons with an infection.

IV. Safety and Injury Prevention

- HE 1.6
- a. Discuss practices for safe school and community environments
- HE 1.7
- a. Describe common childhood health problems and their treatment
- HE 2.6
- a. Discuss ways that school and community policies promote health, safety and disease prevention
- HE 4.3
- a. List strategies to control angry feelings
- HE 4.4
- a. Describe reasons for seeking assistance to enhance the health and safety of self and others
- HE 7.3
- a. Discuss reasons for healthy behaviors that avoid or reduce health risks

I can recognize and respond appropriately in a potentially dangerous situation.
I can understand the concept of personal safety and I know when to apply a refusal skill.
I can use decision-making skills in situations affecting my personal safety.
I can list ways to prevent minor injuries.
I can tell when first aid is necessary.

V. Substance Abuse

- HE 1.1
- a. Identify life skills that improve health and wellness
 - b. Discuss healthy/unhealthy behaviors and their effect on health
 - c. Identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress managements, including American Indian cultures and practices
 - d. Describe risky behaviors and their consequences
- HE 1.2
- a. Discuss various types of physical, mental/emotional; and family/social health, including American Indian cultures and practices
- HE 1.4
- a. Describe the potential sources of environmental factors that affect health

- HE 2.2
 - a. Discuss ways that peers influence behavior
- HE 2.3
 - a. Identify how the school, tribe, and community can support personal health practices and behaviors
- HE 2.4
 - a. Give reasons why the media influences thoughts, feelings, and health behaviors
- HE 2.6
 - a. Discuss ways that school and community policies promote health, safety and disease prevention
- HE 4.2
 - a. List reasons to use refusal skills to avoid or reduce health risks
- HE 4.3
 - a. List strategies to control angry feelings
- HE 4.4
 - a. Describe reasons for seeking assistance to enhance the health and safety of self and others
- HE 5.1
 - a. Discuss options of what to do in potential health-risk situations
- HE 5.2
 - a. Identify situations when assistance is needed to make health-related decisions
- HE 5.3
 - a. List positive alternatives to resolving health-related issues or problems
- HE 5.4
 - a. Explain possible consequences of health-related decisions
 - b. Create a list of positive and negative outcomes related to various health-related decisions
- HE 6.1
 - a. Discuss reasons for setting personal health goals
- HE 6.2
 - a. Discusses personal health goal-setting and the resources that can assist in achieving goals
- HE 7.1
 - a. Discuss practices of healthy behaviors toward self and others
- HE 7.2
 - a. Identify responsible personal health behaviors
 - b. Explains personal health practices and behaviors that maintain or improve personal health
- HE 7.3
 - a. Discuss reasons for healthy behaviors that avoid or reduce health risks
- HE 8.1
 - a. Discuss accurate information about health issues
- HE 8.2
 - a. Discuss ways that encourage others to make positive health choices
- HE 8.3
 - a. Compare and contrast health messages and communication techniques

I can list reasons why people should not misuse alcohol, tobacco, over the counter medicines and prescription drugs.
I can describe how alcohol, tobacco, caffeine (i.e.: soda, energy drinks), over the counter medicines and prescription drugs can harm me.
I can explain how to use appropriate medicines (i.e.: Tylenol, Advil, Motrin etc.) to help me feel better.
I can recognize positive and negative peer pressure.
I can state a consequence of engaging in risky behaviors (i.e. law, broken relationships, trust, etc.).
I can recognize when it's important to say 'no' to my friends in risky situations.

Physical Education Standards

Physical Education Standard 1 *Demonstrate competency in a variety of motor skills and movement patterns*

Rationale: The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Critical elements are the key components of a motor skill that can be observed, the sum of which results in movement efficiency. This standard helps students develop locomotor, non-locomotor, and manipulative skills that are the foundation for lifetime activities, fitness, dance and rhythm.

- Locomotor skills – running, jumping and landing (horizontal plane), jumping and landing (vertical plane)
- Non-locomotor skills – balance, weight transfer, rolling, curling and stretching, twisting and bending
- Manipulative skills – throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhand), striking (short and long implement), jumping rope

PE 1.1

a. Use a combination of motor skills to engage in a variety of activities

PE 1.2

a. Use a variety of motor skills in the context of rhythmical activities, including American Indian dance and practices

Physical Education Standard 2 *Apply knowledge of concepts, principles, strategies and tactics to movement and performance*

Rationale: Understanding movement and performance is fundamental to success in physical activities and helps students develop an understanding of movement patterns, maneuvers and approaches used in various physical activities.

PE 2.1

a. Discuss the origin of a variety of games, sports, or dances, including American Indian cultures

PE 2.2

a. Apply the concept of open spaces to combination skills, small-sided practice tasks, gymnastics and dance environments

Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Rationale: Physical activity and fitness require a progressive understanding of health behaviors that support health-enhancing practices. This standard helps students grasp the importance of physical activity knowledge, engaging in physical activity, fitness knowledge, assessment and program planning, nutrition and stress management.

PE 3.1

a. Discuss the importance of hydration and hydration choices relative to physical activities

PE 3.2

a. Analyze opportunities for participating in physical activities outside physical education class

PE 3.5 a. Actively engages in activities of physical education class, both teacher-directed and independent
PE 3.6 a. Identify the components of health-related fitness
PE 3.7 a. Demonstrate warm-up and cool-down relative to cardio-respiratory fitness assessment

Physical Education Standard 4 *Exhibit responsible personal and social behavior that respects self and others*

Rationale: Respect of self and others commences in the physical education environment and extends to all other areas of academia. This standard helps students develop important skills necessary for personal responsibility, accepting feedback, working with others, rules and etiquette, and safety.

PE 4.1 a. Exhibit responsible behavior in independent group situations
PE 4.2 a. Reflect on personal social behavior in physical activity
PE 4.3 a. Listen respectfully to corrective feedback from others
PE 4.4 a. Exhibit etiquette and adherence to rules in a variety of physical activities
PE 4.5 a. Praise the movement performance of other both more- and less-skilled and accepts “players” of all skill levels into physical activity
PE 4.6 a. Describe ways to accept other’s ideas, cultural diversity, and body types during games and physical activities
PE 4.7 a. Work safely with peers and equipment in physical activity settings

Physical Education Standard 5 *Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction*

Rationale: Physical activity and its relationship with mental/emotional health and family/social health is vital to personal well-being and a health-enhancing lifestyle. This standard helps students develop and appreciation for the benefits of physical activity which include health, enjoyment, challenge, self-expression and/or social interaction.

PE 5.1 a. Examine the health benefits of participating in physical activity
PE 5.2 a. Rate the enjoyment of participating in challenging and mastered-physical activities
PE 5.3 a. Describe/compare the positive social interactions when engaged in partner, small-group and large-group physical activities

5TH GRADE

Course Overview:

Missoula County Public Schools' Health Enhancement K-5 curriculum is sequential and comprehensive. The curriculum includes the knowledge and skills essential to becoming health literate and to improve the quality of students' lives through a lifetime of physical activities. Students study important and current ideas and concepts related to improving personal and family health. The skills taught give students the tools to put health concepts into practice. The goal is for students to be able to communicate, infer, and make educated decisions about issues related to personal health. Students will understand the importance that physical activity and fitness play in reducing the risks of some of the leading causes of illness and death in the United States. In addition, students will understand the connection between physical activity and leading a healthier and happier life.

Health Education Standards

The Health goals of the fifth grade Health Enhancement program are as follows. Students will:

- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Demonstrate the ability to use interpersonal communication skills to health and avoid or reduce health risks.
- Standard 5: Demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

Physical Education Standards

The physical goals of the fifth grade health enhancement program are as follows. Students will:

- Standard 1. Demonstrate competency in a variety of motor skills and movement patterns
- Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance
- Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Standard 4: Exhibit responsible personal and social behavior that respects self and others
- Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, Self-expression and/or social interaction

Health Education Units of Study

I. Nutrition

HE 1.1

- a. Explain the relationship between healthy behaviors and personal health
- b. Describe personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress managements, including Indian cultures and practices

PE 3.1

- a. Analyze the impact of food choices relative to physical activity, youth sports and personal health

I can list the pros and cons of different drink choices.
--

I can explain how nutrients, fats, carbohydrates, protein, vitamins, and minerals affect my health.

I can analyze how my food choices affect my ability to participate at various levels.

II. Mental, Emotional and Social Health * coordinate with counselor

HE 1.1

- a. Explain the relationship between healthy behaviors and personal health
- b. Describe personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress managements, including Indian cultures and practices

HE 1.2

- a. Identify examples of physical, mental/ emotional, and family/social health, including American Indian cultures and practices

HE 4.1

- a. Demonstrate effective verbal and nonverbal communication skills to enhance health, including American Indian cultures and practices

HE 4.2

- a. Demonstrate refusal skills that avoid or reduce health risks

HE 4.3

- a. Demonstrate nonviolent strategies to manage or resolve conflict

HE 4.4

- a. Demonstrate how to ask for assistance to enhance the health and safety of self and others

I can analyze strategies for dealing with my needs, wants and feelings and those of others.

I can select and evaluate ways of managing my emotions in positive ways.
--

I can identify my personal boundaries that reduce health risks.

I can explain how gossip and bullying are related and can hurt relationships.

I can describe ways to reduce my personal stress.

I can tell how stereotyping and cliques/crews can limit a person's ability to make friends.

I can define positive and negative peer influence.
--

I can discuss ways to respond to gender and sexual harassment.
--

I can take responsibility for making healthier choices that influence my self-concept.
--

I can discuss the relationship between my decisions and social consequences.
--

I can model ways to be responsible friend and family member.
--

I can describe ways a family can adapt when there is a major life change. (i.e.: divorce, death, suicide, illness, jobs, moving, birth.)
--

I can differentiate between trusted adults and others who might put me at risk.

III. Physical Growth and Development

- **The Body** ** This is taught to males and females separately.

HE 1.9

- a. Describe the basic structure and function of the major human body systems, including growth and development and the reproductive system

- **Disease Prevention**

HE 1.1

- a. Explain the relationship between healthy behaviors and personal health
- b. Describe personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress managements, including Indian cultures and practices
- c. Identify potential consequences of engaging in risky behaviors

HE 1.3

- a. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases

HE 1.8

- a. Describe when it is important to seek health care

HE 2.1

- a. Examine how family and culture influence personal health practices and behaviors

HE 2.3

- a. Describe how the school, tribe, and community can support personal health practices and behaviors

HE 2.5

- a. Discuss ways that technology can influence personal health

HE 2.6

- a. Explain how school and public health policies can influence health promotion and disease prevention

HE 3.1

- a. Identify characteristics of valid health information, products and services

HE 3.2

- a. Locate resources from home, school, tribe and community that provide valid health information

HE 5.1

- a. Identify health-related situations that might require a thoughtful decision

HE 5.2

- a. Analyze when assistance is needed in making a safety and health-related decisions

HE 5.3

- a. Compare and contrast healthy options to safety and health-related issues or problems

HE 5.4

- a. Predict the potential outcomes of options when making safety and health-related decision
- b. Describe the outcomes of safety and health-related decision

HE 7.1

- a. Explains benefits of healthy behaviors toward self and others

HE 7.2

- a. Practices responsible personal health behaviors
- b. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health

HE 7.3

- a. Demonstrate a variety of behaviors to avoid or reduce health risks

HE 8.1

- a. Express opinions and give accurate information about health issues

HE 8.2

- a. Practice and rationalize reasons for positive health choices

HE 8.3

- a. Evaluate various health messages and communication techniques

I can describe the function of the following body systems. (circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, nervous and the reproductive system)
I can identify the stages and characteristic of human growth and development.
I can describe the functions of the menstrual cycle.
I can identify how my hygiene habits affect relationships.
I can explain the difference between contagious, non-contagious and chronic diseases.
I can practice habits that help prevent the spread of infection (i.e.: lice, pink eye, athlete's foot).
I can identify risk behaviors that can cause HIV/AIDS infection.
I can discuss ways HIV/AIDS infection is prevented and spread.
I can describe the effect that HIV/AIDS has on the immune system.
I can demonstrate ways to show compassion for persons with an infection.

IV. Safety and Injury Prevention

HE 1.1

- a. Explain the relationship between healthy behaviors and personal health
- b. Describe personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress managements, including Indian cultures and practices
- c. Identify potential consequences of engaging in risky behaviors

HE 1.6

- a. Describe ways in which safe and healthy school and community environments can promote personal health

HE 1.7

- a. Describe ways to prevent and treat common childhood injuries and health problems

HE 2.6

- a. Explain how school and public health policies can influence health promotion and disease prevention

HE 4.3

- a. Demonstrate nonviolent strategies to manage or resolve conflict

HE 4.4

- a. Demonstrate how to ask for assistance to enhance the health and safety of self and others

HE 7.3

- a. Demonstrate a variety of behaviors to avoid or reduce health risks

I can apply basic first aid skills.
I can identify safety equipment for different physical equipment.
I can apply safety rules in a variety of situations.
I can identify the difference between accidental injury and injury due to reckless behavior.
I can define positive and negative peer influence.

V. Substance Abuse

HE 1.1

- a. Explain the relationship between healthy behaviors and personal health
- b. Describe personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress managements, including Indian cultures and practices

- HE 1.2
 - c. Identify potential consequences of engaging in risky behaviors
 - a. Compare and contrast the interrelationships of physical, mental/emotional, and family/social health, including American Indian cultures and practices
- HE 1.4
 - a. Discuss ways environmental factors affect health
- HE 2.2
 - a. Identify how peers can influence healthy and unhealthy behaviors
- HE 2.3
 - a. Describe how the school, tribe, and community can support personal health practices and behaviors
- HE 2.4
 - a. Explain how media influences thoughts, feelings, and health behaviors
- HE 2.6
 - a. Explain how school and public health policies can influence health promotion and disease prevention
- HE 4.2
 - a. Demonstrate refusal skills that avoid or reduce health risks
- HE 4.3
 - a. Demonstrate nonviolent strategies to manage or resolve conflict
- HE 4.4
 - a. Demonstrate how to ask for assistance to enhance the health and safety of self and others
- HE 5.1
 - a. Identify health-related situations that might require a thoughtful decision
- HE 5.2
 - a. Analyze when assistance is needed in making a health-related decision
- HE 5.3
 - a. Compare and contrast healthy options to health-related issues or problems
- HE 5.4
 - a. Predict the potential outcomes of options when making a health-related decision
 - b. Describe the outcomes of a health-related decision
- HE 6.1
 - a. Set a personal health goal and track progress toward its achievement.
- HE 6.2
 - a. Identify resources to assist in achieving a personal health goal
- HE 7.1
 - a. Explains benefits of healthy behaviors toward self and others
- HE 7.2
 - a. Practices responsible personal health behaviors
 - b. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health
- HE 7.3
 - a. Demonstrate a variety of behaviors to avoid or reduce health risks
- HE 8.1
 - a. Express opinions and give accurate information about health issues
- HE 8.2
 - a. Practice and rationalize reasons for positive health choices
- HE 8.3
 - a. Evaluate various health messages and communication techniques

I can know the impact of using tobacco, alcohol, and/or other drugs on me, my family and my community.
I can explain the benefits of a substance-free life-style.
I can examine how positive and negative peer pressure influences the use of tobacco, alcohol, and other drugs.
I understand how having positive peers and adults affect my decisions.
I can brainstorm positive strategies to resist social pressure to use tobacco, alcohol, and other drugs.
I can state potential consequences of engaging in risky behaviors (i.e. law, broken relationships, trust, etc.).

Physical Education Standards

Physical Education Standard 1 *Demonstrate competency in a variety of motor skills and movement patterns*

Rationale: The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Critical elements are the key components of a motor skill that can be observed, the sum of which results in movement efficiency. This standard helps students develop locomotor, non-locomotor, and manipulative skills that are the foundation for lifetime activities, fitness, dance and rhythm.

- Locomotor skills – running, jumping and landing (horizontal plane), jumping and landing (vertical plane)
- Non-locomotor skills – balance, weight transfer, rolling, curling and stretching, twisting and bending
- Manipulative skills – throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhand), striking (short and long implement), jumping rope

PE 1.1
a. Demonstrate competency in fundamental motor skills and selected combinations of skills
PE 1.2
a. Use basic movement concepts in dance, gymnastics and small-sided tasks, including American Indian dance and practices

Physical Education Standard 2 *Apply knowledge of concepts, principles, strategies and tactics to movement and performance*

Rationale: Understanding movement and performance is fundamental to success in physical activities and helps students develop an understanding of movement patterns, maneuvers and approaches used in various physical activities.

PE 2.1
a. Recognize that many different countries and cultures have been the origin of games, sports, and dance, including American Indian cultures and practices
PE 2.2
a. Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments

Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Rationale: Physical activity and fitness require a progressive understanding of health behaviors that support health-enhancing practices. This standard helps students grasp the importance of physical activity knowledge, engaging in physical activity, fitness knowledge, assessment and program planning, nutrition and stress management.

PE 3.1
a. Analyze the impact of food choices relative to physical activity, youth sports and personal health
PE 3.2
a. Chart and analyze fitness benefits of physical activity outside physical education class
PE 3.5
a. Actively engages in all activities of physical education class
PE 3.6
a. Differentiate between skill-related and health-related fitness
PE 3.7
a. Identify the need for warm-up and cool-down relative to various physical activities

Physical Education Standard 4 *Exhibit responsible personal and social behavior that respects self and others*

Rationale: Respect of self and others commences in the physical education environment and extends to all other areas of academia. This standard helps students develop important skills necessary for personal responsibility, accepting feedback, working with others, rules and etiquette, and safety.

PE 4.1 a. Engage in physical activity with responsible interpersonal behavior
PE 4.2 a. Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities
PE 4.3 a. Give corrective feedback respectfully to peers
PE 4.4 a. Critique the etiquette involved in rules of various game activities
PE 4.5 a. Accept, recognize, and actively involves others with both higher and lower skill abilities into physical activities and group projects
PE 4.6 a. Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects
PE 4.7 a. Apply safety principles with age-appropriate physical activities

Physical Education Standard 5 *Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction*

Rationale: Physical activity and its relationship with mental/emotional health and family/social health is vital to personal well-being and a health-enhancing lifestyle. This standard helps students develop and appreciation for the benefits of physical activity which include health, enjoyment, challenge, self-expression and/or social interaction.

PE 5.1 a. Compare the health benefits of participating in selected physical activities
PE 5.2 a. Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenges
PE 5.3 a. Analyze the social benefits gained from participating in physical activities

MIDDLE SCHOOL

SIXTH GRADE

Course Overview:

Missoula County Public Schools' Health Enhancement Middle School curriculum is sequential and comprehensive. The curriculum includes the knowledge and skills essential to becoming health literate and to improve the quality of students' lives through a lifetime of physical activities. Students study important and current ideas and concepts related to improving personal and family health. The skills taught give students the tools to put health concepts into practice. The goal is for students to be able to communicate, infer, and make educated decisions about issues related to personal health. Students will understand the importance that physical activity and fitness play in reducing the risks of some of the leading causes of illness and death in the United States. In addition, students will understand the connection between physical activity and leading a healthier and happier life.

Health Education Standards

The Health goals of the sixth grade Health Enhancement program are as follows. Students will:

- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Demonstrate the ability to use interpersonal communication skills to health and avoid or reduce health risks.
- Standard 5: Demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

Physical Education Standards

The physical goals of the sixth grade health enhancement program are as follows. Students will:

- Standard 1. Demonstrate competency in a variety of motor skills and movement patterns
- Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance
- Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Standard 4: Exhibit responsible personal and social behavior that respects self and others

- Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Health Education Units of Study

I. Nutrition

HE 1.1

- Analyze the relationship between healthy behaviors and personal health
- Describe the benefits of and barriers to practicing healthy behaviors
- Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- Analyze the potential consequences of engaging in risky behaviors

HE 7.1

- Analyze healthy practices and behaviors that will maintain or improve the health of self and others.

HE 3.1

- Analyze the validity of health information, products, and services

HE 1.4

- Analyze how environmental factors can affect personal health

I understand the relationship between healthy food choices, weight management, and disease prevention.
I can explain the importance of breakfast.
I can give reasons to maintain a healthy weight to reduce health risks.
I can name the categories of the "my plate" and give an example of each type.
I can specify the number of recommended servings for each food group in the food guide pyramid.
I can analyze food and beverage labels for nutrition value.
I can name foods that are a good source of fiber, vitamins, and minerals.
I can conclude that there is a relationship between nutrition choices and diseases such as cancer, diabetes, and heart disease.
I can explain the importance of monitoring salt, sugar, saturated fat, and cholesterol.
I can explain alternative food choices for people with food allergies.
I can recognize and respect different cultural food choices, including vegetarianism.

II. Mental, Emotional, and Social Health

- Resiliency skills

HE 7.1

a. Analyze healthy practices and behaviors that will maintain or improve the health of self and others

HE 1.4

a. Analyze how environmental factors can affect personal health

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

I can list reasons why my feelings affect my health.
I can explain general warning signs of depression.
I can identify stress and stressors.
I can list ways of coping with distress, sadness, or loss.
I can model how to make good decisions in stressful situations.
I can describe situations where peer influence occurs.
I can list the steps in the decision making process.
I can list my most important goals.
I can analyze how the choices I make affect me and others in the future.
I can communicate effectively with my peers, identifying the components of healthy and unhealthy relationships.
I can ask questions or be questioned without taking it personally.
I can develop a plan to establish limits and resist peer influence.
I can be an active listener when someone tells me how they feel.
I can respectfully disagree with others and provide positive feedback, as necessary (this includes refusal skills).
I can use "I messages" to explain how I feel.
I can explain that people's behaviors can be a result of many factors, including culture, family values, media, technology, and the community.
I can explain methods of appropriate communication with different forms of social technology.

III. Physical Growth and Development

● **Puberty and Hygiene**

HE 1.4

a. Analyze how environmental factors can affect personal health

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 1.8

- a. Explain how appropriate health care can promote personal health

HE 1.3

- a. Explain universal precaution practices in the prevention of communicable diseases

- **Body Systems (Digestive, Excretory, Skeletal, Muscular, Respiratory, and Circulatory)**

HE 1.9

- a. Define body systems, their function and their interrelationship with one another
- b. Identify basic structures and functions of the male and female reproductive health systems

HE 1.4

- a. Analyze how environmental factors can affect personal health

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

**This curriculum is REQUIRED and will be delivered in a co-ed setting.
I can list common communicable diseases.
I can implement an action plan to avoid disease.
I can identify ways to reduce the risk of common diseases.
I can describe methods of good hygiene as my body changes during adolescence.
I can explain the importance of bathing and using deodorant regularly.
I can explain why I need to practice good oral hygiene.
I can define puberty.
I can discuss and respect changes that occur during puberty (female: menses, male: nocturnal emission).
I can describe other issues that males and females sometimes experience during puberty.
I can list proper safety equipment needed to support and protect female/male anatomy (cups, jocks/jills, sports bras).
I can identify reproductive system anatomy.

I can list and give the definition for each of the male and female reproductive organs.
I can describe what happens during the menstrual cycle.
I can list products needed for menstruation.
I can explain how to safely use menstrual products.
I can recognize misconceptions regarding the menstrual cycle.
I can explain why nocturnal emission happens.
I can define nocturnal emission.
I can define and explain fertilization.
I can define and explain conception.
I can illustrate the stages of fertilization and conception.
I can identify and explain ways HIV/AIDS, is and is not transmitted.
I can understand and describe ways HIV/AIDS affects the immune system.
I can define abstinence.
I can explain why abstinence is the best way to prevent STI including HIV/AIDS.
I can explain reasons to choose abstinence.
I can locate community health resources.
I can list places in the school, community, and online to access credible and comprehensive health information and care.
I can define the terms on the district-approved definition list for human sexuality.
I can describe proper hygiene practices for my reproductive system.
I can describe the changes that accompany puberty including menstruation.
I can define the body systems (Digestive, Integumentary, Excretory, Skeletal, Muscular, Respiratory, and Circulatory), how to take care of them, and things that go wrong with them.
I can create a product that illustrates the ways to reduce the risk of skin cancer.
I can list ABCD danger signs for moles and birthmarks.

IV. Safety and Injury Prevention

- **Injury Prevention, Safety, and First Aid**

- **HE 1.4**

- a. Analyze how environmental factors that can affect personal health

- **HE 1.1**

- a. Analyze the relationship between healthy behaviors and personal health

- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 4.4

- a. Demonstrate how to ask for assistance to enhance the health and safety of self and others

- **Cyber Safety and Anti-Bullying**

HE 1.4

- a. Analyze how environmental factors can affect personal health

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 1.6

- a. Analyze ways in which safe and healthy school and community environments can promote personal health

HE 4.1

- a. Apply effective verbal and nonverbal communication skills to enhance health, including American Indian cultures and practices

HE 8.2

- a. Demonstrate how to influence and support others to make positive health choices
- b. Work cooperatively to advocate for healthy individuals, families, and schools

HE 6.2

- a. Apply strategies and skills needed to attain a personal health goal
- b. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities

I can show ways to respond if threatened with bullying or harassment, whether I am or someone else is being bullied or harassed.
I can deduce what cyber bullying looks like and take steps to protect myself.
I can specify protective factors to reduce the risk of physical and emotional violence.
I can dramatize ways to reduce the risk of unintentional injuries.
I can recognize and respond to common emergency situations.
I can dial 911, as necessary.
I can notify appropriate school staff as needed.
I can recognize and respond to common emergency situations.

I can identify differences between healthy and unhealthy relationships.
I can list ways to feel safe at school.
I can identify the following forms of bullying: physical, social, written, intimidation, exclusion, and alienation.
I can describe the effects of being bullied or harassed (emotional, physical, and social).
I can recognize and provide suggestions in response to a bullying or harassing scenario.
I can list resources to help myself or others stop being bullied or harassed.
I can communicate appropriately using technology and social media.
I can communicate to a trusted adult if I, or someone I know, is contemplating suicide.

V. Substance Abuse Prevention

- **Tobacco, Marijuana, Inhalants, and eCig Education**

HE 7.1

a. Analyze healthy practices and behaviors that will maintain or improve the health of self and others

HE 1.4

a. Analyze how environmental factors can affect personal health

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 2.4

a. Analyze how messages from media influence health behaviors

HE 5.4

- a. Predict the potential short-term and long-term impact of health related options on self and others
- b. Analyze the outcomes of a health-related decision

I can explain what I can do to avoid substance abuse.
I can define tobacco, e-cigarettes, and smokeless tobacco, marijuana, and inhalants and how they are used/misused.
I can identify the physical effects of tobacco, e-cigarettes, smokeless tobacco, second-hand smoke, marijuana, and inhalants.
I can explain why the usage of tobacco, e-cigarettes, smokeless tobacco, second-hand smoke, marijuana, and inhalants can change the way I think, feel, and am active.
I can explain how tobacco, e-cigarettes, smokeless tobacco, marijuana, and inhalant use can affect my relationships.

I can explain why people start using drugs and suggest other activities that meet that same need. (If stressed, instead of smoking, go for a walk or call a friend.)

I can role-play situations that promote a drug-free lifestyle (free of substance use/abuse).

Physical Education Standards

Physical Education Standard 1 *Demonstrate competency in a variety of motor skills and movement patterns*

Rationale: The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Critical elements are the key components of a motor skill that can be observed, the sum of which results in movement efficiency. This standard helps students develop locomotor, non-locomotor, and manipulative skills that are the foundation for lifetime activities, fitness, dance and rhythm.

- Locomotor skills – running, jumping and landing (horizontal plane), jumping and landing (vertical plane)
- Non-locomotor skills – balance, weight transfer, rolling, curling and stretching, twisting and bending
- Manipulative skills – throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhand), striking (short and long implement), jumping rope

Grade 6-8
PE 1.1 a. Demonstrate motor skills in rhythm, dance, games, sports, outdoor pursuits, aquatics and individual performances
PE 1.2 a. Exhibit command of rhythm and timing by creating a movement sequence to music as an individual or in a group, including American Indian dance and practices

Physical Education Standard 2 *Apply knowledge of concepts, principles, strategies and tactics to movement and performance*

Rationale: Understanding movement and performance is fundamental to success in physical activities and helps students develop an understanding of movement patterns, maneuvers and approaches used in various physical activities.

Grades 6-8
PE 2.1 a. Research the history and origin of various games, sports, and dance, including those of American Indian cultures
a. Use tactics to create open space during small-side play by combining locomotor movements b. Describe and apply a variety of movement concepts

Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Rationale: Physical activity and fitness require a progressive understanding of health behaviors that support health-enhancing practices. This standard helps students grasp the importance of physical activity knowledge, engaging in physical activity, fitness knowledge, assessment and program planning, nutrition and stress management.

Grades 6-8
a. Describe the relationship between poor nutrition and health risk factors
PE 3.2 a. Identify the five components of health-related fitness and explain the connections between fitness and overall physical and mental health
PE 3.5 a. Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of physical education class including American Indian cultures and practices b. Plan and implement a program to enhance personal fitness
PE 3.6 a. Compare and contrast health-related fitness components
PE 3.7 a. Describe the role of stretching and flexibility in injury prevention b. Explain how body systems interact with one another during physical activity

Physical Education Standard 4 *Exhibit responsible personal and social behavior that respects self and others*

Rationale: Respect of self and others commences in the physical education environment and extends to all other areas of academia. This standard helps students develop important skills necessary for personal responsibility, accepting feedback, working with others, rules and etiquette, and safety.

Grades 6-8
PE 4.1 a. Practice skills with minimal teacher prompting
PE 4.2 a. Accept responsibility for improving one’s own level of physical activity and fitness
PE 4.3 a. Provide encouragement and feedback to peers without prompting from teacher
PE 4.4 a. Apply rules and etiquette by acting as an official during modified games, dance and rhythm
PE 4.5 a. Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play b. Respond appropriately to participants’ ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts
PE 4.6 a. Respond appropriately to participants’ ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts
PE 4.7 a. Identify safety concerns and use physical activity and fitness equipment appropriately

Physical Education Standard 5 *Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction*

Rationale: Physical activity and its relationship with mental/emotional health and family/social health is vital to personal well-being and a health-enhancing lifestyle. This standard helps students develop and appreciation for the benefits of physical activity which include health, enjoyment, challenge, self-expression and/or social interaction.

Grades 6-8
PE 5.1 a. Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health
PE 5.2 a. Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge
PE 5.3 a. Compare and contrast various physical activities for their social benefit

SEVENTH GRADE

Course Overview:

Missoula County Public Schools' Health Enhancement Middle School curriculum is sequential and comprehensive. The curriculum includes the knowledge and skills essential to becoming health literate and to improve the quality of students' lives through a lifetime of physical activities. Students study important and current ideas and concepts related to improving personal and family health. The skills taught give students the tools to put health concepts into practice. The goal is for students to be able to communicate, infer, and make educated decisions about issues related to personal health. Students will understand the importance that physical activity and fitness play in reducing the risks of some of the leading causes of illness and death in the United States. In addition, students will understand the connection between physical activity and leading a healthier and happier life.

Health Education Standards

The Health goals of the seventh grade Health Enhancement program are as follows. Students will:

- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Demonstrate the ability to use interpersonal communication skills to health and avoid or reduce health risks.
- Standard 5: Demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

Physical Education Standards

The physical goals of the seventh grade health enhancement program are as follows. Students will:

- Standard 1. Demonstrate competency in a variety of motor skills and movement patterns
- Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance
- Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Standard 4: Exhibit responsible personal and social behavior that respects self and others
- Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Health Education Units of Study

I. Nutrition

- **The Connection between Nutrition and Disease**

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

I can evaluate media influence on health and nutritional issues.
I can analyze advertisements depicting health and weight-related topics.
I can identify propaganda techniques in food and health-related advertisements.
I can differentiate between healthy nutrition and popular or fad diets.
I can identify the pros and cons of popular diets.
I can conclude that stressful situations can lead to harmful eating patterns.
I can define and differentiate between anorexia, bulimia, and overeating.
I can interpret consequences eating disorders have on relationships, personal health, and my future.
I can locate community resources that can help people affected by eating disorders.

II. Mental, Emotional, and Social Health

- **Health Triangle (Mental-Emotional-Social)**

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 2.3

- a. Analyze how the school, tribe, and community can affect personal health practices and behaviors

I can diagram the three sides of the health triangle (physical, social, mental/emotional).
I can list factors that influence personal health (genetics, social, environment, economics, family, media, etc.)

I can appropriately respond to instances of self-harm.

- **Goal Setting, Decision Making, and Character Values**

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 5.1

- a. Identify circumstances that can help or hinder healthy decision making
- b. Determine when health-related situations require the application of thoughtful decision-making process

HE 6.1 Develop a plan to attain a personal health goal that addresses strengths, needs and risks. B. Assess personal health practices and overall health status.

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 5.3

- a. Distinguish between healthy and unhealthy alternative to health-related issues or problems

HE 5.2

- a. Distinguish when individual or collaborative decision making is appropriate

HE 5.4

- a. Predict the potential short-term and long-term impact of health related options on self and others
- b. Analyze the outcomes of a health-related decision

HE 7.2

- a. Explain the importance of assuming responsibility for personal health behavior

I can differentiate between short term and long term goals.

I can create a personal goal and identify the steps needed to reach it.

I can model how to make good decisions in stressful situations.

I can describe situations where peer influence occurs.

I can list the steps in the decision making process.

I can list my most important goals.

I can analyze how the choices I make affect me and others in the future.

I can identify barriers to achieving goals and take steps to accomplish them anyway.

I can identify character values and determine why they are essential to success in society.

- **Body Image, and Media Literacy**

- HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
 - b. Describe the benefits of and barriers to practicing healthy behaviors
 - c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
 - d. Analyze the potential consequences of engaging in risky behaviors

- HE 2.4

- a. Analyze how messages from media influence health behaviors

- HE 3.1

- a. Analyze the validity of health information, products, and services

- HE 8.3

- a. Identify ways in which health messages and communication techniques can be altered for different audiences

- **Relationships**

- HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
 - b. Describe the benefits of and barriers to practicing healthy behaviors
 - c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
 - d. Analyze the potential consequences of engaging in risky behaviors

- HE 2.2

- a. Describe how peers influence healthy and unhealthy behaviors

I can recognize how the media makes products attractive to consumers.

I can recognize how the media manipulates images

I can analyze how the media influences lifestyle choices.

I can identify different advertising methods

III. Physical Growth and Development

- **Human Growth and Development**

- Body Systems (Endocrine and Reproductive)**

- Pregnancy and Birth**

- Sexually Transmitted Infections including HIV (Immune System)**

- HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
 - b. Describe the benefits of and barriers to practicing healthy behaviors

- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

- **Abstinence Education**

- HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
 - b. Describe the benefits of and barriers to practicing healthy behaviors
 - c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
 - d. Analyze the potential consequences of engaging in risky behaviors

- HE 4.2

- a. Demonstrate refusal and negotiation skills that avoid or reduce health risks

- HE 2.1

- a. Analyze how the family and culture influence the health of adolescents, including American Indian cultures and practices
 - b. Explain how the perception of societal norms influence healthy and unhealthy behaviors
 - c. Explain the influence of personal values and beliefs on individual health practices and behaviors.

**This curriculum is REQUIRED and should be delivered in a co-ed setting.
I can define the body systems (endocrine, reproductive), how to take care of them, and things that go wrong with them.
I can define the terms on the district-approved definition list for human sexuality.
I can describe proper hygiene practices for my reproductive system.
I can label the parts of the male and female reproductive system.
I can describe the changes that accompany puberty including menstruation.
I can describe the processes of ovulation and fertilization.
I can list the signs of pregnancy.
I can describe the way multiple births happen.
I can explain the impact that early sexual activity has on physical and emotional health.
I can list strategies for dealing with social pressure to have sex.
I can list and define the benefits of abstinence from sex.
I can identify transmission, signs, symptoms, contraction, treatment/cure, and prevention of Sexually Transmitted Infections (STI) including HIV/AIDS.
I can state consequences of contracting an STI and HIV/AIDS.

IV. Safety and Injury Prevention

- **Cardiopulmonary Respiration (CPR)**

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 4.4

- a. Demonstrate how to ask for assistance to enhance the health and safety of self and others

I can recognize and respond the emergencies that require CPR.

- **Sexual Harassment**

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/ disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

I can identify differences between healthy and unhealthy relationships.

I can state and apply my family's expectations regarding dating and behavior.

I can demonstrate my understanding of how to show affection appropriately.
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I can vocalize my personal limits, boundaries, and consent.

V. Substance Abuse Prevention

- **Alcohol**

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 2.2

- a. Describe how peers influence healthy and unhealthy behaviors

HE 4.2

a. Demonstrate refusal and negotiation skills that avoid or reduce health risks.

I can identify varieties of alcohol.
I can illustrate a typical serving of an alcoholic beverage. (4 ounces wine = 12 ounces beer = 1 ounce or shot of liquor.)
I can identify what factors determine how drinking affects a person.
I can specify harmful effects of alcohol on the different body systems.
I can identify diseases related to alcohol abuse.
I can explain the risks of combining drugs and alcohol.
I can analyze media influence on alcohol consumption.
I can list physical, mental/emotional, and social risks of alcohol use.
I can state current laws concerning alcohol consumption.
I can interpret how alcohol use and abuse impacts society.
I can apply strategies, including refusal skills, for resisting peer/social pressure to use alcohol.
I can locate community resources that help people affected by alcohol.
I can describe the benefits of an alcohol-free lifestyle.

Physical Education Standards

Physical Education Standard 1 *Demonstrate competency in a variety of motor skills and movement patterns*

Rationale: The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Critical elements are the key components of a motor skill that can be observed, the sum of which results in movement efficiency. This standard helps students develop locomotor, non-locomotor, and manipulative skills that are the foundation for lifetime activities, fitness, dance and rhythm.

- Locomotor skills – running, jumping and landing (horizontal plane), jumping and landing (vertical plane)
- Non-locomotor skills – balance, weight transfer, rolling, curling and stretching, twisting and bending
- Manipulative skills – throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhand), striking (short and long implement), jumping rope

Grade 6-8
PE 1.1 a. Demonstrate motor skills in rhythm, dance, games, sports, outdoor pursuits, aquatics and individual performances
PE 1.2 a. Exhibit command of rhythm and timing by creating a movement sequence to music as an individual or

in a group, including American Indian dance and practices

Physical Education Standard 2 *Apply knowledge of concepts, principles, strategies and tactics to movement and performance*

Rationale: Understanding movement and performance is fundamental to success in physical activities and helps students develop an understanding of movement patterns, maneuvers and approaches used in various physical activities.

Grades 6-8
PE 2.1 a. Research the history and origin of various games, sports, and dance, including those of American Indian cultures
a. Use tactics to create open space during small-side play by combining locomotor movements b. Describe and apply a variety of movement concepts

Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Rationale: Physical activity and fitness require a progressive understanding of health behaviors that support health-enhancing practices. This standard helps students grasp the importance of physical activity knowledge, engaging in physical activity, fitness knowledge, assessment and program planning, nutrition and stress management.

Grades 6-8
a. Describe the relationship between poor nutrition and health risk factors
PE 3.2 a. Identify the five components of health-related fitness and explain the connections between fitness and overall physical and mental health
PE 3.5 a. Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of physical education class including American Indian cultures and practices b. Plan and implement a program to enhance personal fitness
PE 3.6 a. Compare and contrast health-related fitness components
PE 3.7 a. Describe the role of stretching and flexibility in injury prevention b. Explain how body systems interact with one another during physical activity

Physical Education Standard 4 *Exhibit responsible personal and social behavior that respects self and others*

Rationale: Respect of self and others commences in the physical education environment and extends to all other areas of academia. This standard helps students develop important skills necessary for personal responsibility, accepting feedback, working with others, rules and etiquette, and safety.

Grades 6-8	
PE 4.1	a. Practice skills with minimal teacher prompting
PE 4.2	a. Accept responsibility for improving one's own level of physical activity and fitness
PE 4.3	a. Provide encouragement and feedback to peers without prompting from teacher
PE 4.4	a. Apply rules and etiquette by acting as an official during modified games, dance and rhythm
PE 4.5	a. Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play b. Respond appropriately to participants' ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts
PE 4.6	a. Respond appropriately to participants' ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts
PE 4.7	a. Identify safety concerns and use physical activity and fitness equipment appropriately

Physical Education Standard 5 *Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction*

Rationale: Physical activity and its relationship with mental/emotional health and family/social health is vital to personal well-being and a health-enhancing lifestyle. This standard helps students develop and appreciation for the benefits of physical activity which include health, enjoyment, challenge, self-expression and/or social interaction.

Grades 6-8	
PE 5.1	a. Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health
PE 5.2	a. Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge
PE 5.3	a. Compare and contrast various physical activities for their social benefit

EIGHTH GRADE

Course Overview:

Missoula County Public Schools' Health Enhancement Middle School curriculum is sequential and comprehensive. The curriculum includes the knowledge and skills essential to becoming health literate and to improve the quality of students' lives through a lifetime of physical activities. Students study important and current ideas and concepts related to improving personal and family health. The skills taught give students the tools to put health concepts into practice. The goal is for students to be able to communicate, infer, and make educated decisions about issues related to personal health. Students will understand the importance that physical activity and fitness play in reducing the risks of some of the leading causes of illness and death in the United States. In addition, students will understand the connection between physical activity and leading a healthier and happier life.

Health Education Standards

The Health goals of the eighth grade Health Enhancement program are as follows. Students will:

- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Demonstrate the ability to use interpersonal communication skills to health and avoid or reduce health risks.
- Standard 5: Demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

Physical Education Standards

The physical goals of the eighth grade health enhancement program are as follows. Students will:

- Standard 1. Demonstrate competency in a variety of motor skills and movement patterns
- Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance
- Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Standard 4: Exhibit responsible personal and social behavior that respects self and others
- Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Health Education Units of Study

I. Nutrition

** This topic is covered in 6th and 7th grades.

II. Mental, Emotional, and Social Health

- **Mental Health**

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 3.2

- a. Access valid health information from home, school, tribe, and community
- b. Determine the accessibility of products that enhance health
- c. Describe situations that may require professional health services, including American Indian cultures and practices

HE 1.2

- a. Compare and contrast the interrelationships of physical, mental/emotional, and family/social health, including American Indian cultures and practices

HE 1.5

- a. Describe how family history can affect personal health, including American Indian cultures and practices

I can compare and contrast neurotransmission of the normal brain vs. an individual with mental illness or ADHD/ADD, and Sensory Processing Disorders such as autism.

I can identify the major causes, signs, and symptoms of mental illnesses in young adults (must include depressions, schizophrenia, anxiety disorders and bipolar).

I can explain the treatment options for common mental illnesses.

I can recognize the warning signs that someone is suicidal.

I can create an intervention plan to help a peer who is considering suicide.

I can access local resources related to mental illness.

- **Stress and Resiliency**

HE. 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors

- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 6.2

- a. Apply strategies and skills needed to attain a personal health goal
- b. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities

I can apply resiliency skills to health related scenarios. Resiliency skills include problem solving, decision making, refusal skills, time management, stress management, communication, and physical activity.
I can list ways to positively cope with loss (death, divorce, and failure).
I can recognize and respect that individual attitudes and values are influenced by the family, community, and media.

- **Relationships**

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 4.2

- a. Demonstrate refusal and negotiation skills that avoid or reduce health risks

HE 4.3

- a. Demonstrate effective conflict management or resolution strategies

HE 8.2

- a. Demonstrate how to influence and support others to make positive health choices
- b. Work cooperatively to advocate for healthy individuals, families, and schools

I can identify the differences between healthy and unhealthy relationships.
I can critique situations that illustrate appropriate and inappropriate dating behaviors.
I can recognize that relationships, boundaries, and consent change over time.
I can create a product that illustrates knowledge and application of boundaries, consent, and communication skills.
I can be respectful when describing how relationships evolve over time. These include same and opposite gender acquaintances, friendships, and intimate relationships.
I can describe the signs that a relationship has become unhealthy for me and I can describe at least two ways to respectfully end that relationship.

I understand that relationships are different for the members involved and I am able to describe how to respectfully handle a situation in which someone wants to end a relationship with me.
I can describe ways to respond appropriately (advocate) when people are mistreated.
I can define my personal boundaries in relationships.
I can define verbal and nonverbal consent.

- **Digital Citizenship**

- **HE 1.1**

- a. Analyze the relationship between healthy behaviors and personal health
 - b. Describe the benefits of and barriers to practicing healthy behaviors
 - c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
 - d. Analyze the potential consequences of engaging in risky behaviors

- **HE 2.5**

- a. Analyze the influence of technology on personal and family health

- **HE 8.2**

- a. Demonstrate how to influence and support others to make positive health choices
 - b. Work cooperatively to advocate for healthy individuals, families, and schools

I can access and critique community, online, and media resources for reliability and credibility.
I can recognize unsafe/inappropriate situations involving technology that would put me or others at risk.
I can describe how to get help should I find myself in unsafe situations involving technology (online/cell phone).

III. Physical Growth and Development

- **Abstinence, Teen Pregnancy and Parenthood, Contraception, and HIV Aids**

- **HE 1.1**

- a. Analyze the relationship between healthy behaviors and personal health
 - b. Describe the benefits of and barriers to practicing healthy behaviors
 - c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
 - d. Analyze the potential consequences of engaging in risky behaviors

- **HE 4.2**

- a. Demonstrate refusal and negotiation skills that avoid or reduce health risks

- **HE 3.2**

- a. Access valid health information from home, school, tribe, and community
 - b. Determine the accessibility of products that enhance health
 - c. Describe situations that may require professional health services, including American Indian cultures and practices

- **HE 7.3**

a. Demonstrate behaviors to avoid or reduce health risks to self and others

HE 5.4 a. Predict the potential short-term and long-term impact of health related options on self and others. b. Analyze the outcomes of a health-related decisions.

** This curriculum is REQUIRED and will be delivered in a co-ed setting.
I can analyze the impact of pregnancy and parenthood on a teenager.
I can list the consequences (emotional, physical, social, legal, and financial) of early sexual involvement.
I can justify why abstinence is the best choice for teens.
I can identify choices that support abstinence.
I can give examples of how to use refusal skills and decision making to support optimal sexual health.
I can properly identify the female and male reproductive organs and their functions.
I can review the process of conception.
I can list the effects of substance use and other unhealthy behaviors on a developing fetus.
I can recognize and respect the different views that exist within families regarding sexual orientation, masturbation, contraception, abstinence, and abortion.
I can compare and contrast the benefits and disadvantages of various methods of avoiding pregnancy. This includes abstinence and current forms of contraception.
I can discuss current misconceptions, stereotypes, and double standards related to sexuality issues.
I can recognize the signs, symptoms, and modes of transmission and treatments of HIV.
I can explain how drugs and sexual behavior can put a person at risk for HIV.
I can access and critique community, online, and media resources for reliability and credibility.

- **Brain Function, Nervous System**

- HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
 - b. Describe the benefits of and barriers to practicing healthy behaviors
 - c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
 - d. Analyze the potential consequences of engaging in risky behaviors

I can explain conditions which alter the way the brain works (mental illness, stress, and drug use).
I can identify the parts and functions of the nervous system.

I can identify the parts of a neuron.

I can illustrate the process of neurotransmission.

IV. Safety and Injury Prevention

- **Head and Spinal Injury**

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 1.7

- a. Describe ways to reduce or prevent injuries and other adolescent health problems

I can formulate a plan to reduce the risk of personal injury.

I can identify risky behaviors that can result in head and spinal injuries.

I can list the proper protective equipment needed for a variety of recreational activities.

I can describe how a long term head and spinal injury could impact the life of a young adult.

I can recognize and respond to common emergency situations.

- **Sexual Harassment**

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 8.2

- a. Demonstrate how to influence and support others to make positive health choices
- b. Work cooperatively to advocate for healthy individuals, families, and schools

I can describe situations that put me at risk for becoming a victim of violence.

I can recall the definition of sexual harassment.

I can describe the appropriate way to respond when being sexually harassed or witnessing or perpetrating sexual harassment.

I can access and critique community, online, and media resources for reliability and credibility.

V. Substance Abuse Prevention

- Prescription and Illicit Drug Use

HE 1.1

- a. Analyze the relationship between healthy behaviors and personal health
- b. Describe the benefits of and barriers to practicing healthy behaviors
- c. Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices
- d. Analyze the potential consequences of engaging in risky behaviors

HE 4.2

- a. Demonstrate refusal and negotiation skills that avoid or reduce health risks

HE 8.1

- a. State a health-enhancing position on a topic and support it with accurate information

HE 5.1

- a. Identify circumstances that can help or hinder healthy decision making
- b. Determine when health-related situations require the application of thoughtful decision-making process

HE 2.6

- a. Compare and contrast how school and public health policies can influence health promotion and disease prevention

I can compare and contrast neurotransmission of the normal brain vs. an individual with drug use and addiction.
I can describe the risks (physical, emotional, social, financial, and legal) associated with the use of drugs.
I can differentiate between legal, illegal, over-the-counter, and prescription drugs.
I can classify the ways drugs enter the body.
I can list reasons why teens use drugs and suggest healthy alternatives.
I can explain the risks and appropriate use of supplements and over-the-counter medications.
I can explain why drug use can be associated with poor decision making.
I can apply problem solving, decision making, and refusal skills related to substance misuse and abuse.
I can access and critique community and online resources for reliability and credibility for substance abuse information.
I can describe drug treatment and the recovery process.

I can create a product where I advocate for a drug-free lifestyle by suggesting healthy alternatives.

Physical Education Standards

Physical Education Standard 1 *Demonstrate competency in a variety of motor skills and movement patterns*

Rationale: The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Critical elements are the key components of a motor skill that can be observed, the sum of which results in movement efficiency. This standard helps students develop locomotor, non-locomotor, and manipulative skills that are the foundation for lifetime activities, fitness, dance and rhythm.

- Locomotor skills – running, jumping and landing (horizontal plane), jumping and landing (vertical plane)
- Non-locomotor skills – balance, weight transfer, rolling, curling and stretching, twisting and bending
- Manipulative skills – throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhand), striking (short and long implement), jumping rope

Grade 6-8
PE 1.1 a. Demonstrate motor skills in rhythm, dance, games, sports, outdoor pursuits, aquatics and individual performances
PE 1.2 a. Exhibit command of rhythm and timing by creating a movement sequence to music as an individual or in a group, including American Indian dance and practices

Physical Education Standard 2 *Apply knowledge of concepts, principles, strategies and tactics to movement and performance*

Rationale: Understanding movement and performance is fundamental to success in physical activities and helps students develop an understanding of movement patterns, maneuvers and approaches used in various physical activities.

Grades 6-8
PE 2.1 a. Research the history and origin of various games, sports, and dance, including those of American Indian cultures
a. Use tactics to create open space during small-side play by combining locomotor movements b. Describe and apply a variety of movement concepts

Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Rationale: Physical activity and fitness require a progressive understanding of health behaviors that support health-enhancing practices. This standard helps students grasp the importance of physical activity knowledge, engaging in physical activity, fitness knowledge, assessment and program planning, nutrition and stress management.

Grades 6-8

a. Describe the relationship between poor nutrition and health risk factors
PE 3.2 a. Identify the five components of health-related fitness and explain the connections between fitness and overall physical and mental health
PE 3.5 a. Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of physical education class including American Indian cultures and practices b. Plan and implement a program to enhance personal fitness
PE 3.6 a. Compare and contrast health-related fitness components
PE 3.7 a. Describe the role of stretching and flexibility in injury prevention b. Explain how body systems interact with one another during physical activity

Physical Education Standard 4 *Exhibit responsible personal and social behavior that respects self and others*

Rationale: Respect of self and others commences in the physical education environment and extends to all other areas of academia. This standard helps students develop important skills necessary for personal responsibility, accepting feedback, working with others, rules and etiquette, and safety.

Grades 6-8
PE 4.1 a. Practice skills with minimal teacher prompting
PE 4.2 a. Accept responsibility for improving one’s own level of physical activity and fitness
PE 4.3 a. Provide encouragement and feedback to peers without prompting from teacher
PE 4.4 a. Apply rules and etiquette by acting as an official during modified games, dance and rhythm
PE 4.5 a. Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play b. Respond appropriately to participants’ ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts
PE 4.6 a. Respond appropriately to participants’ ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts
PE 4.7 a. Identify safety concerns and use physical activity and fitness equipment appropriately

Physical Education Standard 5 *Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction*

Rationale: Physical activity and its relationship with mental/emotional health and family/social health is vital to personal well-being and a health-enhancing lifestyle. This standard helps students develop and appreciation for the benefits of physical activity which include health, enjoyment, challenge, self-expression and/or social interaction.

Grades 6-8
PE 5.1 a. Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health

PE 5.2

a. Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge

PE 5.3

a. Compare and contrast various physical activities for their social benefit

Grades 9 - 10

Health Enhancement Montana Standards and Benchmarks

Standard 1: Comprehends concepts related to health promotion and disease prevention to enhance health

***National Shape Standard #1 HE

Benchmarks: Students will...

1. analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury.
2. explain the positive and negative consequences of personal health behaviors on the functioning of the body systems, including the reproductive system.
3. analyze how the media, environment, public health policies, government regulations, research, and medical advances influence personal and community health and can be interrelated.
4. develop personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activities, injury/disease prevention, including HIV/AIDS prevention, and stress management.
5. advocate for a healthy personal, family, community and tribal environments.

Standard 2: Demonstrates competence in a variety of motor skills and movement patterns

***National Shape Standard #1 PE

Benchmarks: Students will...

1. demonstrate a variety of physical skills which encompass dance, individual, dual and team sports, and lifetime physical activities.
2. apply best practices while participating safely in physical activity, exercise and dance.

Standard 3: Applies knowledge of concepts, strategies and tactics related to movement and performance

***National Shape Standard #2 PE

Benchmarks: Students will...

1. identify the characteristics of technically correct performance in a variety of movement forms using various feedback techniques for evaluation.
2. apply rules, advanced strategies, and responsible behaviors to a variety of physical activities.
3. know and understand scientifically based information regarding movement performance.
4. identify, discuss, and compare the historical and cultural roles of games, sports, and dance.

Standard 4: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness

***National Shape Standard #3 PE

Benchmarks: Students will...

1. participate in a variety of fitness activities involving each component of health-related physical fitness.
2. demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs.
3. design a challenging personal fitness program.
4. demonstrate individual progress toward each component of health-related physical fitness.
5. analyze and apply technology and social media as tools to support a healthy, active lifestyle.

Standard 5: Demonstrates the ability to use goal setting and decision making to enhance health

*****National Shape Standard Shape #5 HE, Shape #6 HE, Shape #4 PE, Shape #3 HE**

Benchmarks: Students will...

1. utilize various problem-solving strategies when making health decisions related to needs and risks of young adults.
2. analyze immediate and long-term impacts of health decisions on the individual, family and community.
3. formulate and implement a plan for achieving personal health goals that considers genetics and family history.
4. monitor and evaluate progress toward attaining personal health goals.
5. examine factors that interfere with safe and healthy decision making.
6. locate, evaluate, and utilize credible health information including access to health care and health status.
7. compare and contrast how beliefs, cultural factors, and societal norms influence attitudes and decisions.
8. evaluate the impact of media and technology on personal, family, and community health.
9. evaluate the effectiveness of safety and health related decisions.

Standard 6: Demonstrates the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

*****National Shape Standards #4 HE, #8 HE**

Benchmarks: Students will...

1. demonstrate skills for communicating effectively with family, peers, and others to enhance health.
2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to ask for and offer help, express needs, wants, and feelings.
4. demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others and establishing a safe environment.
5. analyze how interpersonal communication affects relationships.
6. analyze the possible causes of conflict and demonstrate strategies to manage conflict.
7. understand and demonstrate leadership roles in physical activity and health settings.

Standard 7: Demonstrates the ability to practice health enhancing behaviors and avoid or reduce health risks.

*****National Shape Standards #5 PE, #2 HE**

Benchmarks: Students will...

1. participate in health enhancing physical fitness activities to promote personal well-being on a voluntary basis.
2. experience personal and social enjoyment and success from physical activity and a healthy lifestyle.
3. participate in activities that promote community well-being.
4. advocate responsible health enhancing behaviors for self and others.
5. demonstrate strategies to improve or maintain personal, family, and community health.
6. analyze the role of individual responsibility for enhancing health throughout a lifetime.
7. accept differences between personal characteristics and the idealized body image portrayed in various media.

HIGH SCHOOL

GRADE 9 - HEALTH ENHANCEMENT

HEALTH ENHANCEMENT 1

****Activities and health topics offered may vary from one MCPS high school to another. ****

Credit Unit: 1 Year - Required

Prerequisite: None

Course Overview:

Missoula County Public Schools' Health Enhancement 1 course is sequential and comprehensive. The course includes the knowledge and skills essential to becoming health literate and to improve the quality of students' lives through a lifetime of physical activities. Students study important and current ideas and concepts related to improving personal and community health. The skills taught give students the tools to put health concepts into practice. The goal is for students to be able to communicate, reason, and make educated decisions about issues related to personal health. Students will understand the importance that physical activity and fitness play in reducing the risks of developing or dying from some of the leading causes of illness and death in the United States. In addition, students will understand the connection between physical activity and leading a healthier and happier life.

During the required two years of Health Enhancement, students will study:

Physical Growth and Development	Major Health Issues
Safety and Injury Prevention	Mental, Emotional and Social Health
Substance Abuse Prevention	Nutrition

Students will demonstrate the ability to perform:

- Advanced skills and tactics to participate in at least:
 - One team sport
 - One racquet sport
 - One lifetime activity
- Basic skills and tactics in at least:
 - One additional activity from team sports, racquet sports, and lifelong activities.

In addition, students will also be able to:

- Analyze and interpret personal fitness
- Demonstrate basic fitness skills and concepts

Physical Growth and Development

Anatomy
I can identify male and female reproductive anatomy.
I can define the function of male and female anatomy.
I can compare and contrast the male and female anatomy.
Pregnancy and Ovulation
I can explain the process of ovulation.
I can explain the process of menstruation.
I can explain the process of fertilization and conception.
I can trace the path of an unfertilized egg through the female reproductive organs.
Pregnancy Options
I can list options if pregnancy occurs.
I can identify the difficulties facing teen parents.
Birth Control
I can compare and contrast the difference between barrier, hormone and permanent methods of birth control including how they prevent pregnancy.
I can analyze different birth control methods and their effectiveness.
I can explain why abstinence is the only 100% effective method of birth control.
I can identify and access available community resources.
I can explain the importance of birth control.
I can explain how to use birth control methods.
I can demonstrate the steps for effective condom use.
Sexually Transmitted Infections
I can explain how Sexually Transmitted Infections (STI) are transmitted.
I can describe signs and symptoms of STI.
I can recognize prevention methods of STI.
I can explain treatment options for various STI.
I can choose behaviors to reduce my risk of infection of STI.
I can recognize STI prevalence rates specific to the state of Montana.
I can compare and contrast the difference between viral and bacterial STI.
Current Topics
I can research current trends in sexual health.
I can identify and evaluate personal beliefs regarding sexuality.
I can recognize and respect diverse views towards sexuality

Safety and Injury Prevention

Harassment
I can recognize and report sexual harassment and discrimination.
I can explain healthy ways to respond to harassment and discrimination (including gender equity, aging, race, religion, sexual orientation).
I can describe implications of sexual harassment for both the abuser and the victim.
I can describe and help prevent the negative effects of all the forms of bullying.
Violence
I can discuss warning signs of an unhealthy relationship.
I can explain the difference between healthy and unhealthy relationships.

I can define sexual harassment, sexual assault, date rape, physical abuse, emotional abuse, verbal abuse, and sexual abuse.
I can give an example of sexual harassment, sexual assault, date rape, physical abuse, emotional abuse, verbal abuse, and sexual abuse.
I can utilize anger management and stress management skills when appropriate.
Personal Safety
I can demonstrate safety guidelines to reduce risk of unintentional injury, such as wearing seatbelts, helmets, and safety gear.
I can explain the qualities found in a healthy relationship.
I can identify personal responsibilities when dating.
I can explain the risks and consequences of inappropriately using technological devices, such as cell phones, cameras, and internet.
I can identify ways to avoid discriminating behavior.

FIRST AID/CPR

I can perform an initial assessment at a variety of situations.
I can determine what is wrong with an injured or sick person.
I can determine when professional health services may be required.
I can perform CPR on adult, child and infant.
I can perform responsive and unresponsive foreign airway obstruction on adult, child and infant.
I can demonstrate first aid for basic wound care, external bleeding, shock, anaphylaxis, and burns.
I can demonstrate basic first aid for injuries to bones, joints and muscles.
I can demonstrate how to use an AED.
I can recognize and respond to a seizure, a diabetic episode, cold and heat related emergencies, and poisons.

Substance Abuse Prevention

Substance Abuse
I can list and explain ways drugs enter the body.
I can describe the effects of drugs on the body (including stimulants, depressants, hallucinogens, prescription drugs, inhalants, tobacco products, and alcohol).
I can explain why combining drugs can be dangerous.
I can identify the consequences of drug use, misuse, and abuse.
I can recognize and describe the characteristics of chemical dependence.
I can recognize the signs of addiction.
I can assess the impact of addiction on family members and society.
I can locate resources for addiction help in school and the community.
I can explain how to respond to a drug overdose.
I can identify and explain current drug issues in society.
I can conclude how these current drug issues are relevant to my life.

Team Sports

Possible Activities: Basketball, Broomball, Eclipse Ball, Floor Hockey, Football, International Games, Lacrosse, Quad Ball, Touch Rugby, Soccer, Softball, Speedball, Team Handball, Ultimate Frisbee, Volleyball
I can demonstrate proficiency in the fundamental skills in a variety of team sports.
I can be a positive team-member in team sport activities.
I can include all teammates in team sport activities.
I can show self-control during team sport activities.
I can demonstrate knowledge of the rules for a variety of team sports.

I can apply movement concepts and principles to improve personal skills.
I can demonstrate an understanding of my team role during team sport activities.
I can demonstrate game strategies in a variety of team sport activities.
I can explain the activity's terminology and rules.
I can analyze my movement in order to improve my skills.
I can develop a plan to improve my performance.
I can explain how sportsmanship plays a part in the activity.
I can recognize the health related fitness components for the activity.
I can practice safety while participating in a physical activity.
I can recognize the value of a positive social environment while participating in activities with others of diversity.
I can demonstrate skills proficiently to play a game.

Racquet Sports

Possible Activities: Badminton, Eclipse Ball, Pickleball, Racquetball, Squash and Tennis
I can demonstrate the proper grips used for a variety of shots.
I can demonstrate proper techniques for various strokes.
I can demonstrate proper service techniques.
I can recall teaching cues when performing various strokes and serves.
I can explain which strokes are offensive and defensive in nature.
I can explain the activity's terminology and rules.
I can analyze my movement in order to improve my skills.
I can develop a plan to improve my performance.
I can explain how sportsmanship plays a part in the activity.
I can recognize the health related fitness components for the activity.
I can practice safety factors while participating in the physical activity.
I can recognize the value of a positive social environment while participating in activities with others of diversity.
I can demonstrate skills proficiently to play a game.

Lifetime Activities

Possible Activities: Archery, Biking, Bowling, Combatives, Cross Country and Downhill Skiing, Dance, Fly Fishing, Folf, Geocaching/Orienteering, Golf, Hiking, Ice Fishing, Ice Skating, Prusiking, Rock Climbing, Snow Shoeing, Swimming, Table Tennis, Ultimate Frisbee, and Yoga.
I can participate in a variety of health-enhancing physical activities in both school and non-school settings.
I can combine skills competently to participate in each of the following: team and dual sports, individual sports, strength and conditioning, outdoor pursuits, and rhythms.
I can demonstrate skills, strategies and rules of a variety of lifetime activities which emphasize individual and outdoor pursuits to a degree that makes the activity enjoyable.
I can explain and apply movement concepts, principles, and game strategies.
I can participate in physical activities that contribute to the attainment of personal goals.
I can analyze time, costs and accessibility factors related to regular participation in fitness pursuits within the community.
I can analyze my movement in order to improve my skills.
I can develop a plan to improve my performance.
I can explain how sportsmanship plays a part in the activity.
I can practice safety while participating in a physical activity.
I can recognize the value of a positive social environment while participating in activities with others of diversity.

Fitness Activities

Possible Activities: Aerobic Activities, Agility Training, Balance, Cardio-Dance, Cardio-Kickboxing, Circuit Training, Flexibility, Pilates, Rock Climbing, Speed, Step Aerobics, Strength Training, Weight Training, Yoga

I can develop, design, and refine a personal fitness program.

I can apply the FITT formula to create a fitness program.

I can analyze my current fitness level.

I can describe training principles.

I can describe how the heart reacts to exercise.

I can compare and contrast aerobic and anaerobic activity.

I can demonstrate a variety of aerobic forms.

I can sustain an aerobic workout for a minimum of 30 minutes.

I can demonstrate the skills for a variety of fitness activities.

I can analyze the time, costs, and accessibility factors related to the pursuit of fitness activities.

I can participate in a variety of lifetime fitness activities outside of school.

I can analyze discipline-specific information to improve a personal performance.

I can analyze my movement in order to improve my skills.

I can recognize the value of a positive social environment while participating in activities with others of diversity.

I can demonstrate responsible behavior.

I can function independently and be a positive influence on others in activities.

I can recognize the health related fitness components for an activity.

I can practice safety while participating in a physical activity.

GRADE 10 – HEALTH ENHANCEMENT 2

****Activities offered may vary from one MCPS high school to another due to facilities. ****

Credit Unit: 1 Year - Required

Prerequisite: Health Enhancement 1

Course Overview:

Missoula County Public Schools' Health Enhancement 2 course is sequential and comprehensive. The course includes the knowledge and skills essential to becoming health literate and to improve the quality of students' lives through a lifetime of physical activities. Students study important and current ideas and concepts related to improving personal and community health. The skills taught give students the tools to put health concepts into practice. The goal is for students to be able to communicate, reason, and make educated decisions about issues related to personal health. Students will understand the importance that physical activity and fitness play in reducing the risks of developing or dying from some of the leading causes of illness and death in the United States. In addition, students will understand the connection between physical activity and leading a healthier and happier life.

During the required two years of Health Enhancement, students will study:

Physical Growth and Development	Major Health Issues
Safety and Injury Prevention	Mental, Emotional and Social Health
Substance Abuse Prevention	Nutrition

Students will demonstrate the ability to perform:

- Advanced skills and tactics to participate in at least:
 - One team sport
 - One racquet sport
 - One lifetime activity
- Basic skills and tactics in at least:
 - One additional activity from team sports, racquet sports, and lifelong activities

In addition, students will also be able to:

- Analyze and interpret personal fitness
- Develop, design, and implement a personal fitness plan
- Demonstrate advanced fitness skills and concepts

Major Health Issues

Communicable Diseases
I can list different kinds of pathogens.
I can identify how pathogens can be spread.
I can explain the ways that the body defends itself against diseases.
I can identify the causes, symptoms, diagnosis, treatment and prevention for some communicable diseases.
I can demonstrate the behaviors that reduce the risk of being infected with pathogens.
I can create a product that demonstrates my knowledge of communicable diseases.
Cardiovascular Diseases
I can identify types of cardiovascular diseases.
I can list risk factors for cardiovascular diseases.
I can describe ways to prevent cardiovascular diseases.
I can explain treatments for cardiovascular diseases.
Cancer
I can identify the types of cancers.
I can list risk factors for cancer.
I can describe ways to prevent cancer.
Chronic Health Conditions
I can discuss the definition, symptoms, and treatments for chronic health conditions; such as allergies, arthritis, asthma, diabetes, and epilepsy.
I can identify ways to manage chronic health conditions.
I can demonstrate behaviors to reduce my risk of developing chronic health conditions.
Tobacco
I can discuss the harmful effects of nicotine.
I can list reasons why it is risky to use tobacco as a teen.
I can explain ways tobacco affects health, appearance, relationships, and spending habits.
I can identify the risks of breathing secondhand smoke.
I can describe ways to reduce exposure to secondhand smoke.
I can describe reasons why teens are tempted to use tobacco.
I can demonstrate the skills necessary to resist pressure to use tobacco products.
I can describe ways to stop using tobacco.
Current Health Trends
I can identify and understand current health issues in society.
I can conclude how these current health issues are relevant to my life.

Mental, Emotional and Social Health

Suicide
I can identify warning signs and characteristics that a teen may be considering suicide.
I can name resources that help people through life crises.
I can identify risk factors of suicide.
I can evaluate the impact of suicide in school and the community.
Stress
I can define types of stress.
I can create a personalized stress reduction plan.
I can describe the effects of stress on the body.
I can identify risk factors that contribute to stress.
Mental Disorders
I can define mental illness.
I can list types, causes, and treatment of mental illness (examples include ADD/ADHD, autism, bipolar, conduct disorder, depression, eating disorders, obsessive compulsive disorder, schizophrenia, self-mutilation, social anxiety).

I can recognize symptoms of mental illness in others and assist in obtaining help.
Coping Skills
I can identify coping skills to deal with crisis.
I can identify and develop coping skills to deal with life and loss crisis.

Nutrition

Basic Nutrition Information
I can apply basic nutrition information to make informed dietary decisions.
I can list the types and sources of nutrients.
I can describe the current food guide
I can use the food guide to improve my diet.
I can generate a list of health concerns that result from poor diet habits.
I can explain the role fat, cholesterol, and sodium play in my health.
I can draw conclusions about diet and disease.
I can explain the components of a heart healthy diet.
I can use technology to evaluate my diet.
I can analyze my current food intake for strengths and weaknesses.
I can infer from my nutritional analysis what changes I need to make in order to improve my diet.
I can create a nutrition intervention of my daily diet to follow the food guide pyramid.
I can design a plan to improve my nutritional habits.
I can describe current topics in nutrition and how it affects my health.
Understanding Food Labels
I can interpret a food label.
I can explain how reading a food label will help me make better nutritional choices.
I can apply nutritional information gathered from a food label to make informed dietary decisions
Diet and Weight Management
I can calculate the calories coming from energy nutrients.
I can explain how the energy balance equation works.
I can apply the concept of energy balance to improve my health.
I can list the components for proper weight loss or weight gain programs.
I can list the negative effects obesity has on my health and the health of my community.
I can interpret nutrition information to make healthier food choices at home, at the market, and in restaurants.
I can describe the influence of the media on my food choices.
I can describe the influence of the media on body image.
I can distinguish fad diets.
I can demonstrate how to use reliable sources to investigate the influence of the media.
I can design a product to illustrate the effects of the media on my health.
Eating Disorders
I can list the signs, symptoms, causes and treatments of the major eating disorders.
I can list the dangerous effects of the various eating disorders.
I can explain where people with an eating disorder can go for help.
Nutrition and Fitness
I can explain the nutritional needs for activity.

Team Sports

Possible Activities: Basketball, Broomball, Eclipse Ball, Floor Hockey, Football, International Games, Lacrosse, Quad Ball, Touch Rugby, Soccer, Softball, Speedball, Team Handball, Ultimate Frisbee, Volleyball
I can demonstrate proficiency in the fundamental skills in a variety of team sports.
I can be a positive team-member in team sport activities.
I can include all teammates in team sport activities.
I can show self-control during team sport activities.
I can demonstrate knowledge of the rules for a variety of team sports.
I can apply movement concepts and principles to improve personal skills.
I can demonstrate an understanding of my team role during team sport activities.
I can demonstrate game strategies in a variety of team sport activities.
I can explain the activity's terminology and rules.
I can analyze my movement in order to improve my skills.
I can develop a plan to improve my performance.
I can explain how sportsmanship plays a part in the activity.
I can recognize the health related fitness components for the activity.
I can practice safety while participating in physical activity.
I can recognize the value of a positive social environment while participating in activities with others of diversity.
I can demonstrate skills proficiently to play a game.

Racquet Sports

Possible Activities: Badminton, Eclipse Ball, Pickleball, Racquetball, Squash and Tennis
I can demonstrate the proper grips used for a variety of shots.
I can demonstrate proper techniques for various strokes.
I can demonstrate proper service techniques.
I can recall teaching cues when performing various strokes and serves.
I can explain which strokes are offensive and defensive in nature.
I can explain the activity's terminology and rules.
I can analyze my movement in order to improve my skills.
I can develop a plan to improve my performance.
I can explain how sportsmanship plays a part in the activity.
I can recognize the health related fitness components for the activity.
I can practice safety while participating in physical activity.
I can recognize the value of a positive social environment while participating in activities with others of diversity.
I can demonstrate skills proficiently to play a game.

Lifetime Activities

Possible Activities: Archery, Biking, Bowling, Combatives, Cross Country and Downhill Skiing, Dance, Fly Fishing, Folf, Geocaching/Orienteering, Golf, Hiking, Ice Fishing, Ice Skating, Prusiking, Rock Climbing, Snow Shoeing, Swimming, Table Tennis, Ultimate Frisbee, and Yoga
I can participate in a variety of health-enhancing physical activities in both school and non-school settings.
I can combine skills competently to participate in each of the following: team and dual sports, individual sports, strength and conditioning, outdoor pursuits, and rhythms.
I can demonstrate skills, strategies, and rules of a variety of lifetime activities which emphasize individual and outdoor pursuits to a degree that makes the activity enjoyable.
I can explain and apply movement concepts, principles, and game strategies.
I can participate in physical activities that contribute to the attainment of personal goals.
I can analyze time, costs, and accessibility factors related to regular participation in fitness pursuits within the community.
I can analyze my movement in order to improve my skills.
I can develop a plan to improve my performance.
I can explain how sportsmanship plays a part in the activity.
I can practice safety while participating in physical activity.
I can recognize the value of a positive social environment while participating in activities with others of diversity.

Fitness Activities

Possible Activities: Aerobic Activities, Agility Training, Balance, Cardio-Dance, Cardio-Kickboxing, Circuit Training, Flexibility, Pilates, Rock Climbing, Speed, Step Aerobics, Strength Training, Weight Training, Yoga
I can develop, design, and refine a personal fitness program.
I can apply the FITT formula to creating a fitness program.
I can analyze my current fitness level.
I can describe training principles.
I can describe how the heart reacts to exercise.
I can compare and contrast aerobic and anaerobic activity.
I can demonstrate a variety of aerobic forms.
I can sustain an aerobic workout for a minimum of 30 minutes.
I can demonstrate the skills for a variety of fitness activities.
I can analyze the time, costs, and accessibility factors related to the pursuit of fitness activities.
I can participate in a variety of lifetime fitness activities outside of school.
I can analyze discipline-specific information to improve personal performance.
I can analyze my movement in order to improve my skills.
I can recognize the value of a positive social environment while participating in activities with others of diversity.
I can demonstrate responsible behavior.
I can function independently and be a positive influence on others in activities.
I can recognize the health related fitness components for the activity.
I can practice safety while participating in physical activity.

GRADES 11 – 12 FOCUS ON FITNESS

Credit Unit: 1 Semester (Elective - Repeatable)

Prerequisite: Health Enhancement 2 or Consent of Instructor

This course does not take the place of Health Enhancement 1 or 2.

Course Overview:

Missoula County Public Schools' Focus on Fitness course focuses on continuing and improving aerobic development, enjoying movement and valuing physical activity and fitness in a student's life. Course activities emphasize all components of physical fitness and pursuit of an active lifestyle.

Focus on Fitness students will be able to demonstrate the ability to:

- Perform pre and post fitness testing.
- Participate in a variety of aerobic activities.
- Set current and lifelong fitness goals.
- Transition between what is taught in school to what can be accomplished in the community as a physically fit individual.
- Explore the community for one additional way to maintain an active lifestyle.

Possible Activities
Aerobic Activities, Biking, Cardio-Dance, Cardio-Kickboxing, Circuit Training, Flexibility, Hiking, Pilates, Step Aerobics, Strength Training, Swimming, Walking, Yoga, other current fitness trends
I can develop, design, and refine a personal fitness program.
I can apply the FITT formula to create a fitness program.
I can analyze my current fitness level.
I can describe training principles.
I can analyze personal health benefits based on heart rates.
I can compare and contrast aerobic and anaerobic activity.
I can sustain an aerobic workout for a minimum of 30 minutes.
I can demonstrate the skills for a variety of fitness activities.
I can analyze my movement in order to improve my skills.
I can recognize the value of a positive social environment while participating in activities with others of diversity.
I can recognize the health related fitness components for the activity.
I can practice safety while participating in physical activity.
I can describe the importance of physical activity in maintaining good health.
I can participate in physical activities that contribute to the attainment of personal goals.
I can investigate and pursue an activity with confidence without any prior knowledge.
I can describe how fitness needs change throughout a lifetime.
I can function independently and be a positive influence on others in activities.

GRADES 11 - 12 LIFETIME ACTIVITIES

Montana Standards and Benchmarks:

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmarks: Students will...

1. explain the impact of personal health behaviors on how the body systems function.

Standard 2: Demonstrates competence in a variety of motor skills and movement patterns

Benchmarks: Students will...

1. demonstrate a variety of physical skills which encompass dance, tribal, individual, dual and team sports, and lifetime physical activities.

Standard 3: Applies knowledge of concepts, strategies and tactics related to movement and performance

Benchmarks: Students will...

1. identify the characteristics of technically correct performance in a variety of movement forms.
2. apply rules and advanced strategies to a variety of physical activities.
3. know and understand scientifically based information regarding movement performance.

Standard 4: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness

Benchmarks: Students will...

1. participate in a variety of fitness activities involving each component of health-related physical fitness.
2. demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs.
3. design a personal fitness program.
4. demonstrate individual progress toward each component of health-related physical fitness.

Standard 5: Demonstrates the ability to use goal setting and decision making to enhance health

Benchmarks: Students will...

1. utilize various problem-solving strategies when making health decisions related to needs and risks of young adults.
2. predict immediate and long-term impacts of health decisions on the individual, family, tribal, and community
3. implement a plan for achieving personal health goals.
4. evaluate progress toward attaining personal health goals.
5. formulate an effective plan for lifelong health.
6. locate, evaluate, and utilize credible health information.

Standard 6: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

Benchmarks: Students will...

1. demonstrate skills for communicating effectively with family, peers, and others.
2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.
4. demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others.
5. analyze how interpersonal communication affects relationships.
6. analyze the possible causes of conflict and demonstrate strategies to manage conflict.

Standard 7: Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks

Benchmarks: Students will...

1. regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis.
2. experience enjoyment from physical activity and a healthy lifestyle.
3. participate in activities that promote community well-being.
4. initiate independent and responsible health-enhancing personal behavior.
5. demonstrate strategies to improve or maintain personal, family, tribal, and community health.

GRADES 11 – 12 - LIFETIME ACTIVITY

Credit Unit: 1 Semester (Elective - Repeatable)

Prerequisite: Health Enhancement 1 and 2 or Consent of Instructor

This course **does not** take the place of Health Enhancement 1 or 2.

Course Overview:

Missoula County Public Schools' Lifetime Activity course focuses on continuing and improving skill development, enjoying movement and valuing physical activity and fitness throughout life. Lifetime activities within our community are explored in pursuit of maintaining an active lifestyle. Course activities emphasize and include team, racquet, individual, lifelong activities and outdoor pursuits.

Lifetime Activity students will be able to demonstrate the ability to:

- Perform **Advanced** skills and tactics to participate in:
 - Team sport
 - Racquet sport
 - Lifelong/Outdoor pursuits
- Perform **Basic** skills and tactics in:
 - Additional activities from team sports, racquet sports and lifetime fitness activity
- In addition, Lifelong Activity students will be able to:
 - Transition from what we teach in school to what they do outside of class by exploring the community for ways to maintain an active lifestyle.

Lifelong Activity

I can apply terminology and rules for a variety of activities.
I can combine advanced skills competently to participate in outdoor, team, and individual activities.
I can observe and analyze the characteristics of highly skilled movements to improve physical performance.
I can demonstrate responsible personal and social behavior in physical activity settings in cooperative activities, outdoor, team, dual, and individual activities.
I can demonstrate sportsmanship.
I can describe the importance of physical activity in maintaining good health.
I can participate in physical activities that contribute to the attainment of personal goals.
I can practice health maintenance behavior in both the school and outside the school settings.
I can analyze factors when choosing fitness products and services for maintaining an active lifestyle.
I can practice safety protocols while participating in lifelong activities.
I can recognize the value of a positive social environment while participating in activities with others of diversity.
I can function independently and be a positive influence on others in activities.
I can explain why maintaining an active lifestyle is beneficial.
I can explain how to make adjustments to activities to maintain participation throughout a lifetime.

GRADES 9 – 12 WEIGHT TRAINING AND CONDITIONING

Montana Standards and Benchmarks

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health

***National Shape Standard #1 PE

Benchmarks: Students will...

1. analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury.
2. examine moral and ethical conduct in specific competitive situations

Standard 2: Demonstrates competence in a variety of motor skills and movement patterns

***National Shape Standard #1 PE

Benchmarks: Students will...

1. refine activity specific movement skills in one or more lifetime activities

Standard 3: Applies knowledge of concepts, strategies and tactics related to movement and performance

***National Shape Standard #2 PE

Benchmarks: Students will...

1. identify the stages of learning a motor skill
1. identify the characteristics of technically correct performance in a variety of movement forms.
2. apply rules and advanced strategies to a variety of physical activities.
3. know and understand scientifically based information regarding movement performance.

Standard 4: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness

***National Shape Standard #3 PE

Benchmarks: Students will...

1. participate in a variety of fitness activities involving each component of health-related physical fitness.
2. demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs.
3. design a personal fitness program.
4. demonstrate individual progress toward each component of health-related physical fitness.
5. create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase.
6. investigate the relationship among physical activity, nutrition and body composition.
7. analyze and apply technology and social media as tools to support a healthy, active lifestyle.
8. analyze the impact of life choices, economics, motivation, and accessibility on maintaining physical activity in college or career settings.
9. design and implement a strength and conditioning program.
10. evaluate the importance of stretching and flexibility in lifetime activities.
11. identify the structure of skeletal muscle and fiber types as they relate to muscle development.

Standard 5: Demonstrates the ability to use goal setting and decision making to enhance health

***National Shape Standard Shape #5 HE, Shape #6 HE, Shape #4 PE, Shape #3 HE

Benchmarks: Students will...

1. predict immediate and long-term impacts of health decisions on the individual, family and community.
2. implement a plan for achieving personal health goals.

Standard 6: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

***National Shape Standards #4 HE, #8 HE

Benchmarks: Students will...

1. demonstrate skills for communicating effectively with family, peers, and others.
2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.
4. demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others.
5. analyze how interpersonal communication affects relationships.
6. advocate for responsible behavior of self and others in a variety of physical activities.
7. analyze the benefits of a variety of feedback techniques.
8. apply best practices for participating safely in physical activity, exercise, and dance.

Standard 7: Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

***National Shape Standards #5 PE, #2 HE

Benchmarks: Students will...

1. regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis.
2. experience enjoyment from physical activity and a healthy lifestyle.
4. initiate independent and responsible health-enhancing personal behavior.

GRADES 9 – 12 - BEGINNING WEIGHT TRAINING AND CONDITIONING

Credit Unit: 1 Semester (Elective)

Prerequisite: Health Enhancement 1 or 2, or Concurrent Enrollment

Course Overview:

In the Missoula County Public Schools' Beginning Weight Training and Conditioning course, students learn correct lifting techniques as well as basic training principles and programs. Cardiovascular, conditioning, and flexibility are also emphasized.

***This course does not take the place of Health Enhancement 1 or 2. ***

Beginning Weight Training and Conditioning

I can display appropriate etiquette in the weight room.
I can demonstrate and follow safety guidelines in the weight room.
I can demonstrate the correct spotting techniques.
I can demonstrate the correct lifting techniques in a variety of lifts.
I can record data on a lift sheet correctly.
I can identify when a spotter is needed for a lift.
I can list the responsibilities of a spotter.
I can demonstrate the responsibilities of a spotter.
I can lift using the correct breath pattern when lifting.
I can lift in the proper lifting order.
I can define the terms used in weight lifting.
I can apply the terms used in weight lifting.
I can describe the concept of rest between lifting.
I can adjust the variables of sets, reps, and rest.
I can describe the major muscles needed for specific activities and how to strengthen them.
I can demonstrate the correct technique for starting dumbbell lifts.

GRADES 9 – 12 ADVANCED WEIGHT TRAINING AND CONDITIONING

Credit Unit: 1 Semester (Elective - Repeatable)

Prerequisite: Beginning Weight Training and Conditioning

Course Overview:

In the Missoula County Public Schools' Advanced Weight Training and Conditioning course, students experience and develop lifting programs specific to their individual needs. Students should be able to train at a higher intensity to improve their fitness and performance levels.

***This course does not take the place of Health Enhancement 1 or 2. ***

Advanced Weight Training and Conditioning

I can explain the concept of periodization.
I can create a lifting program using periodization.
I can sequence my lifts in the correct exercise order.
I can design a program choosing the correct lifts for my goals.
I can explain the teaching cues for the different lifts.
I can apply the teaching cues for the different lifts.
I can correctly calculate the concept of one rep max.
I can perform the principle of training using primary free weights.
I can demonstrate the principle of training explosively.
I can explain the difference between muscle power and muscle strength.
I can explain the importance of muscle balance in a lifting program.
I can justify the lifts I choose for my program.
I can explain why it is important to have both bilateral and unilateral lifts in a program.
I can demonstrate how to train to develop muscle strength, muscle endurance, power, quickness, and speed.
I can demonstrate the ability to properly and safely participate in strength and conditioning programs.
I can describe how weight training enhances performance, reduces risk of injury, and increases self-confidence.
I can evaluate scientifically based information to choose health-enhancing products and services.
I can compare the different types of lifting programs.

APPENDICES

APPENDIX I	References
APPENDIX II	Appropriate Practices
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APPENDIX I

References

Essential Components of Physical Education, May, 2016

<http://www.shapeamerica.org/upload/theessentialcomponentsofphysicaleducation.pdf>

National Association for Sport and Physical Education Physical Activity as Punishment Position Statement, May, 2016

<http://www.aahperd.org/naspe/standards/upload/Physical-Activity-as-Punishment-to-Board-12-10.pdf>

National Association for Sport and Physical Education Position Paper on Dodgeball, May 2016

<http://www.aahperd.org/naspe/standards/upload/Position-on-Dodgeball-in-PE-2006.pdf>

National Association for Sport and Physical Education Appropriate Instructional Practice Guidelines, May, 2016

http://www.cahperd.org/cms-assets/documents/toolkit/naspe_approprac/5287-207931.elementaryapproprac.pdf

APPENDIX II

Appropriate Instructional Practices (National Association for Sport and Physical Education)

The National Association for Sport and Physical Education has provided leadership to the field of physical education for over 100 years. A central aspect of this leadership is the development of standards and guidelines for quality physical education programs. These standard-setting efforts have culminated in recent years in published documents, including establish standards for appropriate practices at elementary (2000), middle (1995), and high school (1998) levels. Appropriate practices include the following.

ELEMENTARY SCHOOL

Curricular Decisions:

- The physical education curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all children (NASPE National Standards).
- Teachers design lessons that provide frequent practice opportunities that are both meaningful and appropriate based on previous movement experiences and maturation.
- Teachers design activities with both the physical and the cognitive development of children in mind.
- The physical education teacher and the overall environment are supportive of all students regardless of their race, ethnic origin, gender, religion, or ability.

Developing Affective Skills:

- Teachers intentionally design activities throughout the program, which allow students opportunities to work together for the purpose of developing social skills (cooperative and competitive) and responsible behavior.
- Children participate in activities that are designed to help them understand the concepts of health-related fitness and to value the contributions they make to a healthy lifestyle.
- Teachers use fitness assessment as part of the ongoing process of helping children understand, enjoy, improve and/or maintain their physical fitness and well-being.

Exercise and the Use of Exercise as Punishment:

- Elementary school children are taught the purpose of exercise, correct procedures for exercise, and the different exercise categories—stretching, strength, etc.
- Teacher decisions are based primarily on ongoing individual assessments of children's performance as they participate in physical education classes.

Active Participation for Every Child

- Teachers involve ALL children in activities that allow them to participate actively, both physically and mentally.

Rhythmical Activities & Dance

- The physical education teacher includes a variety of rhythmical, expressive, and creative dance experiences designed with the physical, cultural, emotional, and social abilities of the children in mind.

Educational Gymnastics

- Teachers facilitate children's development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels in gymnastics situations centered around the themes of balancing, rolling, jumping, landing, and transferring weight.

Use of Games and Setting Rules for Games Play

- Teachers select, design, sequence, and modify games to maximize the attainment of specific learning, skill enhancement, and enjoyment.

Forming Groups and Partners

- Groups/partners are formed in ways that preserve the dignity and self-respect of every child.

Gender Equity

- Teachers facilitate equal access by girls and boys to individual, partner, small group, and team activities.

Facilitating Maximum Participation

- Teachers organize small games, e.g., 2-3 per team that allows numerous practice opportunities for children to learn the various aspects of the game being taught.

Competition

- Teachers plan activities that emphasize self-improvement, participation, fair play (shaking hands, positive comments, etc.), and cooperation.

Success Rate

- Teachers facilitate opportunities for children to practice skills at high rates of success adjusted for individual skill levels within a "try again" environment.

Facilities

- Teachers provide an environment in which students have adequate space for movement learning, space to move freely and safely, and acoustics that allow them to hear instruction clearly.

Field Days/Special Events

- Teachers plan field days so every child is a full participant and derives satisfaction and joy from a festival of physical activity.

Expectations for Student Learning

- Teachers demonstrate high expectations for student psychomotor, cognitive, and affective learning.

Class Organization

- Teachers use systematic class organization that includes opening and statement of lesson objectives, an instructional component (with demonstrations as needed), practice, and closure/summary.

Establishing the Learning Environment

- Teachers systematically plan for, develop, and maintain a positive learning environment where students feel safe (physically and emotionally) and supported by teacher and classmates.

MIDDLE SCHOOL

Curricular Decisions

- Teachers provide sequential instruction in a variety of activities based on student needs and interests.

Expectations for Student Learning

- Teachers set high expectations for psychomotor, cognitive, and affective learning.

Lesson Planning

- Teachers regularly plan lessons aligned with curricular goals and objectives.
- Teachers offer units of sufficient length to allow students to develop skill and competence in the areas being taught.

Maximizing Participation

- Teachers provide and facilitate sufficient practice trials that allow students to achieve success.

Selection of Appropriate Learning Activities

- Teachers select drills, games, and other learning experiences for the contribution they make to student learning.

Cooperative Activities

- Physical educators teach students to work with others to achieve a common goal in a variety of activities.

Use of Competition

- Teachers demonstrate understanding of the nature of competition by teaching students an appreciation of competition through individual or team contests.

Forming Groups

- Teachers form teams and squads in ways that preserve the dignity and self-respect of every student.

Feedback

- Teachers give specific instructional feedback that provides the student with information about his/her performance relative to instructional goals and skill improvement.

Establishing Positive Learning Environment

- Teachers use verbal and non-verbal behaviors to promote a positive climate.

Promoting Respect for Self and Others

- Teachers foster self-awareness, leadership, caring for self, respect for others, and other components associated with the affective domain.

Varying Teaching Styles

- Teachers use a variety of teaching styles depending on the lesson objectives and content and the varied learning styles of the students.

Support for Inclusion and Diversity

- Teacher selection of experiences and instructional strategies provide for the inclusion of all students regardless of skill or fitness levels, gender, race, or ethnic group.

Warm-Up and Fitness Development

- Teachers provide warm-up activities to prepare students for the activities that will follow.

Dressing for Activity

- Teachers monitor student attire to ensure appropriateness for the activity (this includes proper footwear and restrictions on jewelry) and safe participation.

Exercise as Punishment

- Teachers promote exercise for its contribution to a healthy lifestyle.

Support of Cognitive Learning/Critical Thinking

- Teachers design assessments and activities that require students to apply the information presented in class and integrate it with knowledge from past experiences.

Use of Fitness Testing

- Teachers encourage students to develop health-related fitness and use fitness tests as part of a fitness education program within physical education.

Assessment

- Formative assessment is used throughout instruction to provide feedback to students. Teachers use the information gathered from assessment to diagnose those areas requiring further instruction as they plan future lessons.

Reporting Student Progress

- Teachers provide regular reports of student progress to students and parents using continuous, formative evaluations.

Teaching for an Active Lifestyle

- Teachers provide students with opportunities and experiences that expand the scope and learning of the physical education class.
- Teachers help students to understand that physical activity is an important part of everyday living.

Monitoring Safety

- Teachers do everything possible to assure student safety.

Advocacy--Community, Parents, Administrators

- Teachers regularly inform parents, administrators, and the public about the goals and related activities of the physical education program.

Role Modeling

- The physical education teacher is a role model of what a physically educated person should be.

Professional Development Activities

- Physical Education teachers take advantage of professional development opportunities.

HIGH SCHOOL

Curricular Decisions

- Teachers follow the School Board's approved curriculum for each year of required instruction.

Variety of Content

- Teachers provide a variety of activities ranging from non-competitive to highly competitive activities and across a variety of categories such as team and individual sports, gymnastics, aquatics, dance, outdoor activities, etc.
- Curriculum is designed to address the diverse needs of all students and is presented in a format that will promote success, challenge, and enjoyment for all students.
- Teachers facilitate structured student choices.

Learning Activities

- When deciding on activities to be included in the curriculum, the teacher will also consider student interests, age, physical characteristics, knowledge, and abilities.

Practical Knowledge

- Teachers present the unique knowledge of the disciplines of exercise science and physical education and stress co-curricular, inter-disciplinary applications in their instruction.
- Teachers emphasize acquiring the knowledge to support critical thinking and problem solving.

Fitness Instruction

- Teachers facilitate development and maintenance of physical fitness.

Learning Environment

- A positive classroom environment is established and reinforced constantly by both teacher and students.
- Teachers model appropriate behavior in class, in the school, and at school activities.
- Teachers take responsibility for preparation and maintenance of a safe instructional environment.

Climate

- Teachers establish a positive learning environment to support student learning.
- Teachers use verbal and nonverbal behaviors to promote a positive climate and to encourage student effort.

Social Interaction

- Teachers reinforce positive social experiences through challenging activities and competition that require student cooperation and shared planning to reach a desirable outcome.

Competition

- Teachers select activities for student participation that range from non-competitive to more competitive in an attempt to satisfy the interests of all students.
- Teachers guide the experiences of students as they develop skills, strategies, and social dispositions

to enable them to be successful in participation.

Instructional Strategies

Teaching/Learning Styles

- Teachers use a variety of teaching styles.

Learning Time

- Teachers plan adequate instructional time for all students to acquire the concept or skill being taught.

Maximizing Participation

- Teachers plan, monitor, and evaluate class activity and reorganize as necessary to maximize participation, increase the number of individual trials, and increase skill practice.

Warm-up Activities

- Teachers design warm-up activities that are instructionally sound.

Outside of Class Assignment

- Teachers design outside class assignments that extend class activities and provide practice or reinforcement of skills and knowledge.

Assessment Feedback

- The teacher consistently supports student effort and successes of all students.

Responsible Assessment

- Teachers design assessment in relation to the goals and objectives of the instructional program and planned outcomes for student achievement.
- Assessment is on-going, not just at quarter report time.

Variety of Assessments

- Teachers systematically teach and assess all domains (cognitive, affective, and physical).
- Teachers use a variety of assessment methods, such as portfolios, journals, multimedia presentations, internet research, charts and graphs, to view student performance in many ways and to get a broad picture of student learning.
- Teachers plan assessments that reflect student learning about physical activity as well as its performance.
- Teachers evaluate student participation in “outside of class” activities.
- Formative assessment is done frequently and regularly as part of learning.
- Numerous indicators are considered in summative assessments of student achievement.

Professionalism

Teacher as Role Model

- The physical education teacher is a role model of a physically educated person.

Professional Growth

- Teachers are actively involved professionals who seek new information to stay current in their field.

Advocacy

- Teachers regularly inform parents, administrators, and the public about the goals and activities of the physical education program.

APPENDIX III

Assessment

These assessment strategies align with the MCPS K-12 Health Enhancement Curriculum document.

ASSESSMENT STRATEGIES	EXAMPLE
Self-Assessment	<p>K-5: Students identify their levels of participation outside of class through a smiley face or thumbs up, thumbs down.</p> <p>6-8: Student evaluates their own performance on an assignment using a 4, 3, 2, 1.</p> <p>9-12: Students evaluate their own performances, using a rubric, based on video evidence.</p>
Fitness Assessment— Informal and developmentally appropriate; modified time and distances without formal testing	<p>K-3: Thumbs up or thumbs down if your heart is beating faster.</p> <p>4-12: Striving for the Healthy Fitness Zone in Fitnessgram.</p>
Performance Task	<p>K-2: A series of flash cards illustrating movement pathways are presented to students. Students duplicate the pathway using fundamental locomotor skills.</p> <p>K-12: Students demonstrates a movement sequence.</p>
Role Playing	<p>K-5: Students act out an imagined movement pattern.</p> <p>6-12: Student demonstrates refusal skills.</p>
Group Project	<p>K-5: Students bring in pictures of activities that require muscular strength/endurance and flexibility. Pictures are displayed on a class bulletin board.</p> <p>6-12: Create a Public Service Announcement on a relevant health topic (PSA).</p> <p>6-12: Groups of students design a fitness routine that includes activities that will help develop each of the components of health-related fitness and apply the FITT concepts (frequency, intensity, time or duration, and type of exercise).</p>
Checklist	<p>K-5: Listen Skills Checklist Criteria:</p> <ul style="list-style-type: none"> • Follows a single, simple direction: Yes No • Listens without interrupting: Yes No • Asks questions for clarification: Yes No • Focuses eyes on the speaker: Yes No • Follows three sequenced directions: Yes No <p>6-12: Tennis Forehand Assessment</p> <p>___ Shake hands with the racket</p> <p>___ Firm Wrist</p> <p>___ Side to target</p> <p>___ Racket Back early</p> <p>___ Close the door with the hinge at your shoulder</p> <p>___ Contact ball at front foot</p>
Written Test and Assignment	
Student Project	<p>K-12: Students use their fitness assessment results to set a health-related fitness goal (specific and individualized goal set with teacher assistance). Achievement of</p>

ASSESSMENT STRATEGIES	EXAMPLE																				
	<p>goal requires participation in activities outside of class time.</p> <p>K-12: Groups of students develop the safety rules for the playground. Each member of the group is responsible for part of the rules. Rules focus on both personal and group behaviors. Groups illustrate and post the rules.</p>																				
Problems	<p>K-5: With a partner, students explore the relative stability of various body positions. One member of the pair assumes various bases of support by changing foot positions (staggered, narrow, or wide).</p> <ol style="list-style-type: none"> 1. Which positions are most stable? Why? 2. How did standing on tiptoes affect your center of gravity? 3. How did kneeling affect your center of gravity? <p>6-12: Examine current health issue and draw conclusions on how the issue could be resolved.</p> <p>6-12: Small groups are given rules of an elimination game. They work to come up with modifications of the rules so that players are included, not excluded, from the game. Each group then teaches their modified version of the game to classmates.</p>																				
Student Log	K-12: Students record their out-of-class participation in physical activity.																				
Peer Evaluation	Students work with a partner and use a checklist to assess each other's movement. Criteria are provided by the teacher, including diagrams and/or pictures of the correct technique. Students' feedback is limited to the criteria on the checklist.																				
Oral Report																					
Rubric:	<p>Rating Scale: Self-Confidence</p> <p>4 = Extends movement challenges upon request of the teacher</p> <p>3 = Meets movement challenges without extending the skill</p> <p>2 = Modifies movement challenges to ensure success</p> <p>1 = Does not meet movement challenges</p> <table border="1" data-bbox="483 1087 1490 1583"> <thead> <tr> <th data-bbox="483 1087 711 1142">Tennis Rubric:</th> <th data-bbox="711 1087 948 1142">All of the Time</th> <th data-bbox="948 1087 1114 1142">Most of the Time</th> <th data-bbox="1114 1087 1295 1142">Some of the Time</th> <th data-bbox="1295 1087 1490 1142">None of the Time</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 1142 711 1297"> Sportsmanship </td> <td data-bbox="711 1142 948 1297"> Plays with the spirit of the game in mind. Is courteous and initiates fairness in game play. </td> <td data-bbox="948 1142 1114 1297"></td> <td data-bbox="1114 1142 1295 1297"></td> <td data-bbox="1295 1142 1490 1297"></td> </tr> <tr> <td data-bbox="483 1297 711 1432"> Technique and skills- forehand and backhand </td> <td data-bbox="711 1297 948 1432"> Uses the proper technique for forehand and backhand in order to establish a rally </td> <td data-bbox="948 1297 1114 1432"></td> <td data-bbox="1114 1297 1295 1432"></td> <td data-bbox="1295 1297 1490 1432"></td> </tr> <tr> <td data-bbox="483 1432 711 1583"> Technique and skill- service </td> <td data-bbox="711 1432 948 1583"> Uses proper technique to serve into the service court in order to establish game play </td> <td data-bbox="948 1432 1114 1583"></td> <td data-bbox="1114 1432 1295 1583"></td> <td data-bbox="1295 1432 1490 1583"></td> </tr> </tbody> </table>	Tennis Rubric:	All of the Time	Most of the Time	Some of the Time	None of the Time	Sportsmanship	Plays with the spirit of the game in mind. Is courteous and initiates fairness in game play.				Technique and skills- forehand and backhand	Uses the proper technique for forehand and backhand in order to establish a rally				Technique and skill- service	Uses proper technique to serve into the service court in order to establish game play			
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Technique and skill- service	Uses proper technique to serve into the service court in order to establish game play																				

ASSESSMENT STRATEGIES	EXAMPLE
Interviews	K-12: Students interview peers on health and fitness related issues.
Student Debate	K-12: Students debate both sides of a health and fitness issue.

APPENDIX IV

Indicators of Successful Implementation

Adapted from the statement of the American Association of Health Education (AAHE), 2005. Known now as SHAPE America.

1. Is the curriculum being followed?
 - See this document.
 - The health enhancement curriculum is organized by grade level, addressing what students should know and be able to do in the following areas:

Mental, Emotional and Social Health	Physical Growth and Development
Safety and Injury Prevention	Healthy Dietary Habits
Substance Abuse Prevention	Active Lifestyles
2. Are adopted texts and materials being used?
 - See adopted texts and supplemental materials
3. Are students engaged in learning the grade level competencies leading to mastery of the standards?
4. Is there evidence of maximum participation by students during each lesson?
5. Is instruction of sufficient depth that knowledge acquisition and skill development occur in students' ability to think critically, make good decisions, communicate effectively, and demonstrate health-enhancing behaviors?
6. Is there a connection between the classroom and the PE component of the curriculum?
7. Is technology being used when appropriate?
8. Is a variety of instructional approaches being utilized? (Examples of such practices include role-playing, journal writing, projects, activities, research, demonstrations, guest speakers, interviews, data collection, computer programs, and current events.)
9. Are appropriate and varied assessment practices being used? Assessments may include presentations, demonstrations, portfolios, projects, personal fitness plans, physical fitness tests and performance tasks.
10. Are controversial issues addressed in an appropriate manner?

APPENDIX V

Health Enhancement Websites

Curriculum Resources and Supports:

SHAPE America

<http://www.shapeamerica.org/>

The Centers for Disease Control and Prevention (CDC) is recognized as the lead federal agency for protecting the health and safety of people at home and abroad. CDC serves as the national focus for developing and applying disease prevention and control, environmental health, and health promotion and education activities designed to improve the health of the people of the United States. CDC, located in Atlanta, Georgia, USA, is an agency of the Department of Health and Human Services. <http://www.cdc.gov/>

<http://opi.mt.gov/>

<http://Kidshealth.org>

<http://www.choosemyplate.gov/>

<https://www.nami.org/>

<http://healthfinder.gov/>

<http://www.nutrition.gov/>

<http://www.heart.org/HEARTORG/>

<http://www.letsmove.gov/>

www.womenshealth.gov

www.plannedparenthood.org/

www.sexetc.org

www.siecus.org

www.loveisrespect.org

www.stayteen.org

www.pelinks4you.org

www.pecentral.org

www.fitnessgram.net

www.cooperinstitute.org

<http://www.suicidepreventionlifeline.org/>

<https://www.fueluptoplay60.com/>

Professional Associations:

<http://www.shapeamerica.org/>

<http://shapemt.com/>

Library Data Base:

To support opposing viewpoints on-line

<http://trials.galegroup.com/K12/>

APPENDIX VI

Adopted Materials

K-5 Resources

- ❖ Physical Best Activity Guide-Elementary Level
- ❖ Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide
- ❖ Dynamics of Physical Education for Elementary children, by Pangrazi
- ❖ CATCH Curriculum (Grades K-5)
- ❖ Zones of Regulations
- ❖ Trade books and Grade Level Readers
- ❖ SHAPE America Standards
- ❖ Center for Disease Control
- ❖ Montana Youth Risk Behavior Survey Summary Report, OPI
- ❖ FITNESSGRAM/ACTIVITYGRAM 10.2
- ❖ Media Resources
 - Always Changing: Boys (Grade 5)
 - Always Changing: Girls (Grade 5)
 - Eyewitness Human Machine (Grades 4-5)
 - How to Say No (Grade 4)
 - Pumping Life Heart and Circulation (Grades 4-5)
 - Real Kids: What We Learned About Bullying (Grade 5)
 - Should I Speak Up? Building Character (Grade 3)
 - What is AIDS? (Grades 4-5)
 - When Should You Tell? Dealing with Abuse (Grade 3)
- ❖ Second Steps
- ❖ Strong Kids
- ❖ Kelso's Choice

Adopted Materials

Middle School Resources

- ❖ Physical Best Activity Guide-Middle/High School
- ❖ Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide
- ❖ Dynamics of Physical Education for Elementary Children, by Pangrazi
- ❖ Textbook: Teen Health 2 & ancillaries, Glencoe/McGraw-Hill, 2005 (Grade 7)
- ❖ Personal & Social Skills, Levels 1 (Gr. 6), 2 (Gr. 7), 3 (Gr. 8), ETR, 2000
- ❖ Curriculum Planning Guidelines for HIV/AIDS Education, OPI
- ❖ CATCH Curriculum (Grades 6-8)
- ❖ Human Sexuality Supplements (Grades 6, 7, 8)
- ❖ Sexuality and Character Education, Meeks Heit, 2001 (Grades 7 & 8)
- ❖ A Teen's Guide to Sexuality, Meets Heit, 2004 (Grades 7 & 8)
- ❖ Understanding Alcohol: Investigations into Biology & Behavior, National Institutes of Health (Grade 7)
- ❖ Glencoe Teen Health Multimedia Package (Grade 7)
- ❖ Red Cross Standard First Aid Book
- ❖ Choices Magazine (Grades 7 & 8) InfoTrac
- ❖ Missoula Health Resource Guides
- ❖ National Dairy Council Publications
- ❖ Health Smart Middle School Curriculum, ETR Associates, 2004 (Grade 7)
- ❖ National Health Education Standards, Achieving Health Literacy,
- ❖ Moving into the Future - National Standards for Physical Education
- ❖ Montana Youth Risk Behavior Survey Summary Report, OPI
- ❖ Montana Needs Prevention Survey
- ❖ FITNESSGRAM/ACTIVITYGRAM 10.2
- ❖ Teen Health Series-Interactive Multimedia, CD-ROM & DVD (Glencoe)
- ❖ Media Literacy for Health: Teens Talk Back (Video)
- ❖ Media Resources - Grade 6
 - "A" is for AIDS
 - AIDS Facts for Kids
- ❖ Media Resources - Grade 7
 - AIDS Update: The Latest Facts about HIV and AIDS
 - Life's Greatest Miracle
 - Managing Your Health: (5-pack)
 - Depression, Addiction, Headaches, Weight Control, Digestive System
 - The Real Truth About Alcohol, Marijuana and Inhalants
 - What is Love? What is Sex?
 - Teens and Tobacco
- ❖ Media Resources - Grade 8

Adopted Materials

High School Resources

Textbooks

Fitness for Life (Human Kinetics)
Moving for Life (Kendall Hunt)
American Red Cross Standard First Aid
Lessons of the Heart (Youth Fitness Resource Center)
Moving into the Future, National Standards
Physical Best Activity Guide
Lifetime Health, Holt, 2009
Love Notes

DVDs

Food Inc.
Supersize Me
Sicko
Darkside of the Sun
Smashed: Toxic Tales of Teens & Alcohol
Teens Inspiring Excellence (Eve Foundation)

Books

7 Habits of Highly Effective Teens
Last Lecture
Fast Food Nation
Eat This, Not That Series
Unprotected
Heart Zone, Dr. Oz Series

Websites

Centers for Disease Control
National Dairy Council
P.E. Central
Kidshealth.org
PBS
Mypyramid.gov
American Cancer Society
Montana Youth Risk Behavior Survey
Montana Needs Prevention Survey
P.E. Links 4 You
AAHPERD
U.S. Department of Health and Human Services
National Institutes of Health

Programs

S.O.S.
Dine Healthy
Project Success
Flagship
FitnessGram

Community Resources

Missoula City/County Public Health Department
YWCA
School Resource Officers (Police Department)
WORD
AIDS Council
Missoula Area Resource Center (Guest Speakers)
Heads Up Program
Current newspaper/magazine



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www.mcps.k12.mt.us**

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