



Golden Triangle Cooperative

Standards for Health Enhancement Grades 9-12

HE=Health Enhancement

GTCC= Golden Triangle Coop Curriculum

The student will know: these are the facts (Factual)

The student can do: these are the skills and procedures (Procedural)

The student will understand: this is the higher level thinking and the ability to make connections to bigger ideas. (Conceptual)

Objectives with the alignment codes “EU = Essential Understandings” will directly incorporate Indian Education for All.

Montana Standard 1 Have a basic knowledge and understanding of concepts that promote comprehensive health.

Benchmark S1.B12#1 Analyze how attitudes and behaviors can impact health maintenance, disease prevention and injury.

Concepts:

GTCC.9-12.HE.1.1 The student will learn risk factors associated with the leading causes of death and the behaviors needed to reduce those at risk. (EU 2,7)

Benchmark S1.B12#2 Explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system.

Facts:

GTCC.9-12.HE.1.2 The student will learn the systems of the body, how they interact and their requirements for lifelong care.

GTCC.9-12.HE.1.3 The student will name the male and female reproductive organs and explain their function.

Benchmark S1.B12#3 Analyze how the environment, public health policies, government, regulations, research and medical advances influence personal and community health.

Skills:

GTCC.9-12.HE.1.4 The student will recognize the media as a powerful social influence and look at a practical approach to controlling the media's positive and negative impact on the individual's behavior. (EU 2)

Concepts:

GTCC.9-12.HE.1.5 The student will understand the importance of environment in relationship to health.

GTCC.9-12.HE.1.6 The student will recognize the media as a powerful social influence and look at a practical approach to controlling the media's positive and negative impact on the individual's behavior. (EU 2)

Benchmark S1.B12#4 Develop personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injuries/disease prevention, and stress management.

Facts:

GTCC.9-12.HE.1.7 The student will identify the risks associated with adolescent sexual activity by examining symptoms, treatments, and cures (including HIV-AIDS).

GTCC.9-12.HE.1.8 The student will identify the consequences of premarital sexual activities such as teen pregnancy, relationship conflicts, and financial and emotional challenges.

GTCC.9-12.HE.1.9 The student will examine the effects of stress on health, the outcomes of unresolved stress, and techniques designed to manage stress.

GTCC.9-12.HE.1.10 The student will examine special diets necessary for diabetes, hypoglycemia, high blood pressure, and food allergies. (EU 2)

Skills:

GTCC.9-12.HE.1.11 The student will be encouraged to develop patterns of behavior that promote emotional health in relation to self and others. (EU2)

GTCC.9-12.HE.1.12 The student will examine the effects of stress on health, the outcomes of unresolved stress, and techniques designed to manage stress.

GTCC.9-12.HE.1.13 The student will recognize the media as a powerful social influence and look at a practical approach to controlling the media's positive and negative impact on the individual's behavior. (EU 2)

Concepts:

GTCC.9-12.HE.1.14 The student will develop knowledge of and respect for the creation and development of life. (EU 3)

GTCC.9-12.HE.1.15 The student will examine the effects of stress on health, the outcomes of unresolved stress, and techniques designed to manage stress.

GTCC.9-12.HE.1.16 The student will learn the role of nutrition in promoting and maintaining health and encourage healthy food choices.

GTCC.9-12.HE.1.17 The student will examine special diets necessary for diabetes,

hypoglycemia, high blood pressure, and food allergies. (EU 2)
GTCC.9-12.HE.1.18 The student will recognize the media as a powerful social influence and look at a practical approach to controlling the media's positive and negative impact on the individual's behavior. (EU 2)

Benchmark S1.B12#5 Demonstrate the ability to advocate for personal, family, and community health.

Facts:

GTCC.9-12.HE.1.19 The student will learn the importance of health services responsive to community needs and how they can contribute to community health. (EU 1,5)

GTCC.9-12.HE.1.20 The student will recognize and evaluate community resources in the health field. (EU 7)

Skills:

GTCC.9-12.HE.1.21 The student will learn the importance of health services responsive to community needs and how they can contribute to community health. (EU 1,5)

GTCC.9-12.HE.1.22 The student will recognize and evaluate community resources in the health field. (EU 7)

GTCC.9-12.HE.1.23 The student will recognize the media as a powerful social influence and look at a practical approach to controlling the media's positive and negative impact on the individual's behavior. (EU 2)

Concepts:

GTCC.9-12.HE.1.24 The student will learn the importance of health services responsive to community needs and how they can contribute to community health. (EU 5)

GTCC.9-12.HE.1.25 The student will recognize and evaluate community resources in the health field. (EU 7)

GTCC.9-12.HE.1.26 The student will recognize the media as a powerful social influence and look at a practical approach to controlling the media's positive and negative impact on the individual's behavior. (EU 2)

Montana Standard 2- Demonstrate competency in a variety of movement forms.

Benchmark S2.B12#1 Demonstrate a variety of physical skills, which encompass dance, individual, dual and team sports, and lifetime physical activities.

Skills:

GTCC.9-12.HE.2.1 Practice learning and performing many different physical activities such as dance, individual, dual, and team sports, and other lifetime

physical activities.

Concepts:

GTCC.9-12.HE.2.2 Understand the importance of learning and performing different physical activities such as dance, individual, dual and team sports, and other lifetime physical activities. Analyze why these activities will impact and be important to our physical, emotional, and academic lives now and in the future.

Montana Standard 3 Apply movement concepts and principles while learning and developing motor skills.

Benchmark S3B12#1 Identify the characteristics of technically correct performance in a variety of movement forms.

Skills:

GTCC.9-12.HE.3.1 Practice creating individualized exercise prescription and fitness activity regimens for maintaining healthy fitness levels for all stages of living. Emphasis may include but not limited to: anaerobic, aerobic, BMI, body fat % testing, speed development, plyometrics, core development, proprioception, injury prevention, agility and strength.

Concepts:

GTCC.9-12.HE.3.2 Understand how to apply developmental experiences to create individualized exercise prescription and fitness activity regimens for maintaining healthy fitness levels for all stages of living. Emphasis may include but not limited to; anaerobic, aerobic, BMI, body fat % testing, speed development, plyometrics, core development, proprioception, injury prevention, agility and strength.

Benchmark S3B12#2 Apply rules and advanced strategies to a variety of physical activities.

Skills:

GTCC.9-12.HE.3.3 Practice learning and playing a variety of physical activities, while paying attention to different rules, strategies, and levels of the physical rigor needed for different games and activities.

Concepts:

GTCC.9-12.HE.3.4 Understand the complexity of learning and playing many different physical activities and games. This complexity comes in the form of physical, emotional, and mental.

Benchmark S3B12#3 Know and understand scientifically based information regarding movement performance.

Skills:

GTCC.9-12.HE.3.5 Practice applying and researching new ideas and discoveries that add to existing knowledge regarding movement performance—the physiology of movement in relation to all body systems.

Concepts:

GTCC.9-12.HE.3.6 Understand types of movement, performance and the physiology of the body needed in different types of movement performance.

Montana Standard 4 Achieve and maintain a challenging level of health-related physical fitness.

Benchmark S4.B12#1 Participate in a variety of fitness activities involving each component of health related physical fitness.

Skills:

GTCC.9-12.HE.4.1 Practice addressing health issues and the importance of physical activities in the reduction of risk factors of commercial sports/fitness nutritional products and programs. (EU 2)

Concepts:

GTCC.9-12.HE.4.2 Understand how the promotion of health issues and the importance of physical activities factor into the reduction of risk factors and assessment of commercial sports/fitness nutritional products and programs. (EU 2)

Benchmark S4.B12#2 Demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs.

Skills:

GTCC.9-12.HE.4.3 Practice monitoring and adjusting plans for personal fitness based on the needs of the individual. The plan for each individual may vary depending on his/her physiology, motivation, skill level and knowledge of the physical fitness skills being practiced. Emphasis may include but not limited to; anaerobic, aerobic, BMI, body fat % testing, speed development, plyometrics, core development, proprioception, injury prevention, agility and strength.

Concepts:

GTCC.9-12.HE.4.4 Understand how to monitor and adjust levels to meet personal fitness needs and be able to apply this understanding to many different areas of physical fitness. This would provide a worthwhile experience for

students to analyze their own plans and compare/contrast that with another plan they would pursue if they had to stop what they are now doing.

GTCC.9-12.HE.4.5 Understand how health enhancement messages and activities can influence others to make positive healthy decisions about alcohol, tobacco and other drug issues. Develop a health enhancement message or activity focusing on a positive message for a health issue facing students.

Benchmark S4.B12#3 Design a personal fitness program.

Skills:

GTCC.9-12.HE.4.6 Practice constructing more than one personal fitness program for persons with different needs or limiting physical factors. Experience working with fitness plans will lead to understanding when students reach the conceptual objective.

Concepts:

GTCC.9-12.HE.4.7 Understand how to use developmental experiences to create individualized exercise prescription and fitness activity regimens for maintaining healthy fitness levels for all stages of living. Emphasis may include but not limited to; anaerobic, aerobic, BMI, body fat % testing, speed development, plyometrics, core development, proprioception, injury prevention, agility and strength. Students can show this understanding by presenting or writing; the focus should be on application, analysis, synthesis or evaluation. Example: A student could write a compare/contrast paper, laying out a fitness program for a student with no physical constraints as compared to a student with a heart defect.

Benchmark S4.B12#4 Demonstrate individual progress towards components of health related physical fitness.

Skills:

GTCC.9-12.HE.4.8 Practice collecting on-going research that includes the promotion of health and the importance of physical activities in the reduction of risk factors and assessment of commercial sports/fitness nutritional products and programs. (EU 2)

Concepts:

GTCC.9-12.HE.4.9 Understand that the promotion of health and importance of physical activities is an on-going focus for a student's whole life. This

understanding comes if students do practice reading, collecting, and comparing and contrasting research concerning the promotion of good health and physical activity. (EU 2)

Montana Standard 5 Demonstrate the ability to use critical thinking and decision making to enhance health.

Benchmark S5.B12#1 Ability to utilize various problem- solving strategies when making health decisions related to needs and risks of young adults.

Facts:

GTCC.9-12.HE.5.1 The student will gain information and skills necessary to make positive informed decisions regarding alcohol, tobacco, and drug use.

Skills:

GTCC.9-12.HE.5.2 Practice using procedures that reduce safety risks and prepare students to respond effectively in emergencies.

GTCC.9-12.HE.5.3 Practice the safe use of equipment and facilities.

Concepts:

GTCC.9-12.HE.5.4 Recognize the importance of safe environment and learn procedures to reduce safety risks and respond effectively in emergencies. Students should be able to write, present, or design plans that develop this information.

GTCC.9-12.HE.5.5 Understand the safe use of equipment and facilities.

Benchmark S5.B12#2 Predict immediate and long-term impacts of health decisions on the individual, family and community.

Facts:

GTCC.9-12.HE.5.6 The student will learn risk factors associated with the leading causes of death and the behaviors needed to reduce those at risk. (EU 2,7)

Concepts:

GTCC.9-12.HE.5.7 Understand how to gain information and skills necessary to make positive informed decisions regarding alcohol, tobacco, and drug use.

GTCC.9-12.HE.5.8 Understand risk factors associated with the leading causes of death and the behaviors needed to reduce those at risk. (EU 2,7)

Benchmark S5.B12#3 Implement a plan for achieving personal health goals.

Facts:

GTCC.9-12.HE.5.9 The student will learn the importance of diagnosis and treatment of mental health issues contributing to total wellness.

Skills:

GTCC.9-12.HE.5.10 The student will explore and analyze the process of setting and

achieving goals.

Concepts:

- GTCC.9-12.HE.5.11** Understand the importance of diagnosis and treatment of mental health issues contributing to total wellness.
- GTCC.9-12.HE.5.12** Understand how to address the positive and negative impacts of abstaining from premarital sexual activity.
- GTCC.9-12.HE.5.13** Understand how to develop patterns of behavior that promote emotional health in relation to self and others. (EU2)
- GTCC.9-12.HE.5.14** Understand the process of setting and achieving goals.

Benchmark S5.B12#4 Evaluate progress toward attaining personal health goals.

Skills:

- GTCC.9-12.HE.5.15** Practice analyzing and applying the process of setting and achieving goals.

Concepts:

- GTCC.9-12.HE.5.16** Understand the process of setting and achieving goals. Application of setting and achieving goals comes best when used for personal achievement in all areas of learning, but P.E and Health open the door to excellent opportunities to practice and master setting and achieving goals.

Benchmark S5.B12#5 Formulate an effective plan for lifelong health.

Facts:

- GTCC.9-12.HE.5.17** The student will examine the six types of nutrients and their function, the individual food pyramid, selection of a healthy diet, disordered eating, and other consumer issues.

Skills:

- GTCC.9-12.HE.5.18** Practice examining the six types of nutrients and their function, the individual food pyramid, selection of a healthy diet, disordered eating, and other consumer issues that arise.
- GTCC.9-12.HE.5.19** Practice planning, developing, and implementing a healthy lifestyle.

Concepts:

- GTCC.9-12.HE.5.20** Understand the six types of nutrients and their function, the individual food pyramid, selection of a healthy diet, disordered eating, and other consumer issues and how these relate to each other.

Benchmark S5.B12#6 Demonstrate the ability to locate, evaluate and utilize credible health information.

Facts:

- GTCC.9-12.HE.5.21** The student shall learn basic First Aid & CPR.
- GTCC.9-12.HE.5.22** The student shall learn basic First Aid and CPR.

Skills:

- GTCC.9-12.HE.5.23** Practice using basic First Aid & CPR individually and in small

- groups.
- GTCC.9-12.HE.5.24** Practice health enhancement messages and activities that illustrate how to make positive healthy decisions about alcohol, tobacco and other drug issues.
- GTCC.9-12.HE.5.25** Practice recognizing the media as a powerful social influence and look at a practical approaches to controlling the media's positive and negative impact on the individual's behavior.

Concepts:

- GTCC.9-12.HE.5.26** Understand how to apply basic First Aid and CPR.
- GTCC.9-12.HE.5.27** Understand how to interpret health enhancement messages and activities to make positive healthy decisions about alcohol, tobacco and other drug issues.
- GTCC.9-12.HE.5.28** Understand how the media acts as a powerful social influence and understand practical approaches to controlling the media's positive and negative impact on the individual's behavior. (EU 2)

Montana Standard 6 Demonstrate interpersonal communication skills to enhance health.

Benchmark S6.B12#1 Demonstrate skills for communicating effectively with family, peers, and others.

Skills:

- GTCC.9-12.HE.6.1** Practice effective means of conflict resolution and be able to identify risk factors associated with behavioral and physical harassment.

Concepts:

- GTCC.9-12.HE.6.2** Understand the responsibilities of family membership, marriage, and parenthood. (EU 1,3,6)
- GTCC.9-12.HE.6.3** Understand effective means of conflict resolution and be able to identify risk factors associated with behavioral and physical harassment.

Benchmark S6.B12#2 Demonstrate ways to communicate care, consideration and respect of self and others.

Skills:

- GTCC.9-12.HE.6.4** Practice demonstrating effective means of conflict resolution and be able to identify risk factors associated with behavioral and physical harassment.

Concepts:

- GTCC.9-12.HE.6.5** Understand the importance of self-esteem, self-worth as essential components of individual growth and positive relationships. (EU 2,3,6)

GTCC.9-12.HE.6.6 Understand effective means of conflict resolution and be able to identify risk factors associated with behavioral and physical harassment.

Benchmark S6.B12#3 Demonstrate healthy ways to express needs, wants, and feelings.

Skills:

GTCC.9-12.HE.6.7 Practice effective means of communication to express needs, wants, and feelings.

Concepts:

GTCC.9-12.HE.6.8 Understand different ways to communicate needs, wants, and feelings that are apt to get a positive response. (EU 2,3,6)

GTCC.9-12.HE.6.9 Understand decision-making skills that advance emotional and physical well-being.

Benchmark S6.B12#4 Demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without hurting self and others.

Skills:

GTCC.9-12.HE.6.10 Practice refusal, mediation, and collaboration skills that will solve interpersonal conflict without hurting self and others.

Concept:

GTCC.9-12.HE.6.11 Understand how to apply effective means of conflict resolution.

Benchmark S6.B12#5 Analyze how interpersonal communication affects relationships.

Skills:

GTCC.9-12.HE.6.12 Practice building skills for developing healthy relationships based on mutual respect and personal responsibility.

Concepts:

GTCC.9-12.HE.6.13 Understand the skills needed for developing healthy relationships based on mutual respect and personal responsibility.

GTCC.9-12.HE.6.14 Understand effective means of conflict resolution and be able to identify risk factors associated with behavioral and physical harassment.

Benchmark S6.B12#6 Analyze possible causes of conflict and demonstrate strategies to manage conflict.

Skills:

GTCC.9-12.HE.6.15 Practice effective means of conflict resolution and be able to identify risk factors associated with behavioral and physical harassment.

Concepts:

GTCC.9-12.HE.6.16 Understand effective means of conflict resolution and be able to identify risk factors associated with behavioral and physical harassment.

Montana Standard 7 Demonstrate health-enhancing behaviors.

Benchmark S7B12#1 Regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis.

Skills:

GTCC.9-12.HE.7.1 Practice activities promoting wellness, self-esteem, sportsmanship multi-cultural awareness and tolerance. (EU 2,3)

Concepts:

GTCC.9-12.HE.7.2 Understand how to promote wellness, self-esteem, sportsmanship multi-cultural awareness and tolerance. (EU 2,3)

Benchmark S7B12#2 Experience enjoyment from physical activity and a healthy lifestyle.

Skills:

GTCC.9-12.HE.7.3 Practice developmental experiences in many different physical education areas to create individualized exercise prescription and fitness activity regimens for maintaining healthy fitness levels for all stages of living. Emphasis may include but not limited to; anaerobic, aerobic, BMI, body fat % testing, speed development, plyometrics, core development, proprioception, injury prevention, agility and strength.

Concepts:

GTCC.9-12.HE.7.4 Understand how to develop individualized exercise plans and fitness activity regimens for maintaining healthy fitness levels for all stages of living. Emphasis may include but not limited to: anaerobic, aerobic, BMI, body fat % testing, speed development, plyometrics, core development, proprioception, injury prevention, agility and strength.

Benchmark S7B12#3 Participate in activities that promote community well-being.

Facts:

GTCC.9-12.HE.7.5 The student will learn the importance of health services responsive to

community needs and how they can contribute to community health.
(EU 1,5)

Concepts:

**GTCC.9-12.HE.7.6 Understand the importance of health services responsive to community needs and how they can contribute to community health.
(EU 1,5)**

Benchmark S7B12#4 Initiate independent and responsible health-enhancing personal behavior.

Skills:

GTCC.9-12.HE.7.7 Practice using safety procedures and the safe use of equipment and facilities.

Concepts:

GTCC.9-12.HE.7.8 Understand and be able to teach others about safety procedures and the safe use of equipment and facilities.

GTCC.9-12.HE.7.9 Apply knowledge learned towards planning, developing, and implementing a healthy lifestyle.

Benchmark S7B12#5 Demonstrate strategies to improve or maintain personal, family, and community health.

Facts:

**GTCC.9-12.HE.7.10 The student will learn the importance of health services responsive to community needs and how they can contribute to community health.
(EU 1,5)**

Skills:

GTCC.9-12.HE.7.11 Learn the importance of health services responsive to community needs and how they can contribute to community health. (EU 1,5)

GTCC.9-12.HE.7.12 Practice using decision-making skills that advance emotional and physical well-being.

GTCC.9-12.HE.7.13 Practice building skills for developing healthy relationships based on mutual respect and personal responsibility.

Concepts:

GTCC.9-12.HE.7.14 Understand the function of health services responsive to community needs and how they can contribute to community health. (EU 1,5)

GTCC.9-12.HE.7.15 Understand the responsibilities of family membership, marriage, and parenthood. (EU 1,3,6)

GTCC.9-12.HE.7.16 Understand and explain the need for maturity and personal growth prior to parenthood.

GTCC.9-12.HE.7.17 Understand the media as a powerful social influence and look at

practical approaches to controlling the media's positive and negative impact on the individual's behavior. (EU 2)