

App. 1

**APPENDIX: MONTANA HEALTH
ENHANCEMENT STANDARDS MODEL
CURRICULUM GUIDE FOR K-12
HEALTH AND PHYSICAL EDUCATION**

Montana Office of Public Instruction
July 2016

[http://montanateach.org/wp-content/uploads/
2016/11/HE_ModelCurriculumGuide-accessible-18.pdf](http://montanateach.org/wp-content/uploads/2016/11/HE_ModelCurriculumGuide-accessible-18.pdf)

(Selected Excerpts from pp. 75-90)

Health Education Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance personal health: Health Goals: Grades 9-12:

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- Identifies life skills to practice.

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- Discusses ways parents and guardians teach family values.
- Identifies traits and behaviors associated with having good character.
- Describes responsible actions that promote positive self-esteem.
- Lists and discusses ways to develop, maintain, or improve self-respect.
- Lists ways a positive social-emotional environment improves health status.

App. 2

- Lists and discusses strategies to improve the social-emotional environment.

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Health Education Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors: Performance Indicators:

1. Compare and contrast how the family and culture influence the health of individuals.
2. Analyze how the perception of societal norms influence healthy and unhealthy behaviors, including those of American Indian cultures and practices.
3. Explain the influence of personal values and beliefs on individual health practices and behaviors.

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Health Education Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks: Health Goals: Grades 9-12:

- Identifies statements used to bring about responsible decisions.
- Explains how to resist negative peer pressure.
- Demonstrates how to use resistance skills.
- Explains steps you can take to be assertive and self-confident.

App. 3

- Describes types of conflict, conflict response styles, conflict resolution skills, and mediation.
- Demonstrates how to use conflict resolution skills.
- Discusses ways to avoid discriminatory behavior.
- Describes responsible actions that promote positive self-esteem.
- Lists and discusses ways to develop, maintain, or improve self-respect.
- Explains the mind-body connection.
- Identifies strategies for coping with depression.
- Identifies causes of loss and grief.
- Identifies symptoms of loss and grief.
- Identifies the five stages of loss and grief.
- Discusses healthful ways to respond when someone close to you is dying.
- Discusses healthful ways to respond when someone you know is grieving a loss.
- Discusses healthful ways to respond when you are grieving a loss.
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- Discusses causes of dysfunctional family relationships, and identifies steps to improve these relationships.

App. 4

- Discusses behaviors of co-dependent people
- Discusses the purpose of recovery programs.
- Discusses ways to make healthful adjustments to family changes (e.g., divorce, job loss, family member in military, family member in jail).
- Identifies questions to ask before beginning a friendship.
- Discusses ways to initiate a friendship and healthful ways to respond to rejection.
- Learns communication skills that encourage conversation.
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- Establishes dating guidelines, including meeting someone online, with parents.
- Discusses how to set limits for expressing physical affection.
- Lists resistance skills to use if pressured to be sexually active.
- Explains why some people get involved in harmful relationships.
- Outlines steps to take to end or change harmful relationships.
- Identifies factors used to predict success in marriage.
- Explains ways to ensure that marriage will last.

App. 5

- Identifies skills needed for responsible parenthood.
- Discusses examples of faulty thinking that can result in teen pregnancy.
- Discusses death and issues surrounding death, such as life support systems, living wills, and hospice care.

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- Discusses principles and strategies to protect self from physical violence and abuse.
- Discusses principles and strategies to protect self from sexual violence and abuse.

Health Education Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks: Health Goals: Grades 9-12:

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- Lists ways a positive social-emotional environment improves health status.
- Discusses strategies to improve the social-emotional environment, including a bully-free environment.
- Identifies personality characteristics that promote health.

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App. 6

- Identifies categories of mental disorders.
- Discusses mental health services and treatment.
- Identifies strategies for coping with anxiety.
- Discusses hidden anger, anger cues, and anger management skills.
- Explains bodily changes caused by stress.
- Explains ways that prolonged stress can affect health.
- Identifies life changes that are most stressful for teens.
- Lists and discusses stress management skills.
- Discusses emotional responses used to cope with life crises.
- Explains why being depressed puts teens at risk.
- Identifies warning signs for suicide and discusses suicide prevention strategies.
- Describes the roles of parents and guardians in promoting a healthful family.
- Discusses the roles of extended family members in promoting a healthful family.
- Discusses effects of adjusting to family changes (e.g., divorce, single-custody family, stepfamily, job loss, military absence, incarceration).

App. 7

- Analyzes how the age at which a teen begins to date might affect his or her physical and emotional health.
- Evaluates dating skills

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Health Education Standard 8: Demonstrate the ability to advocate for personal, family, and community health: Performance Indicators:

1. Use accurate peer and societal norms to formulate a health-enhancing message.
 2. Advocate for behaviors and practices that will support others in making positive health choices.
 3. Work cooperatively as an advocate for improving personal, family and community health.
 4. Adapt health-related messages and communication techniques to target audiences.
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