



ADMINISTRATIVE RULES OF MONTANA

10.53.709 HEALTH STANDARDS FOR NINTH THROUGH TWELFTH GRADES

- (1) The health standards for ninth through twelfth grades are that each student will be able to:
 - (a) comprehend concepts related to health promotion and disease prevention to enhance personal health by:
 - (i) predicting how health behaviors can affect health status;
 - (ii) comparing and contrasting the benefits of and barriers to practicing a variety of healthy behaviors;
 - (iii) developing personal health-enhancing strategies for issues such as substance abuse prevention, nutrition, exercise, sexual activity, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures;
 - (iv) comparing and contrasting the potential consequences of engaging in risky behavior;
 - (v) analyzing the interrelationships of physical, mental, emotional, family and social health or personal health, including those of American Indian cultures and practices;
 - (vi) comparing and contrasting various ways to prevent communicable diseases;
 - (vii) analyzing how environmental factors and personal health are interrelated;
 - (viii) analyzing how genetics and family history can impact personal health;
 - (ix) comparing and contrasting ways to advocate for safe and healthy school and community environments to promote personal health;
 - (x) proposing ways to reduce or prevent injuries and health problems;
 - (xi) analyzing the relationship between access to health care and health status, including the unique issues regarding American Indians and health care benefits resulting from treaty obligations;
 - (xii) analyzing human body systems, their function, and their interrelationship with one another;
 - (xiii) explaining the natural body changes of reproductive health;
 - (xiv) explaining fertilization, conception, and how the baby's sex and inherited traits are determined; and

- (xv) comparing and contrasting how physical, mental, social, spiritual, and cultural factors influence attitudes about sexuality.
- (b) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors by:
 - (i) comparing and contrasting how the family and culture influence the health of individuals;
 - (ii) explaining how the perception of societal norms influence healthy and unhealthy behaviors, including those of traditional and contemporary American Indian cultures and practices;
 - (iii) explaining the influence of personal values and beliefs on individual health practices and behaviors;
 - (iv) explaining how peers influence healthy and unhealthy behaviors;
 - (v) evaluating how the school, tribe, and community can affect personal health practices and behaviors;
 - (vi) evaluating the effect of media on personal and family health;
 - (vii) evaluating the impact of technology on personal, family, and community health; and
 - (viii) explaining how public health policies and governmental regulations, including tribal, can influence health promotion and disease prevention.
- (c) demonstrate the ability to access valid information, products, and services to enhance health by:
 - (i) evaluating the validity of health information, products, and services;
 - (ii) using resources from home, school, tribe, and community that provide valid health information;
 - (iii) determining the accessibility of products and services that enhance health; and
 - (iv) determining when professional health services may be required.
- (d) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks by:
 - (i) using skills for communicating effectively with family, peers, and others to enhance health, including those of traditional and contemporary American Indian cultures and practices;
 - (ii) using refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks;
 - (iii) using strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others; and
 - (iv) discussing how to ask for and offer assistance to enhance the health and safety of self and others.
- (e) demonstrate the ability to use decision-making skills to enhance health and safety by:

- (i) examining barriers that can hinder safe and healthy decision making;
 - (ii) determining the value of applying a thoughtful decision-making process in safety and health-related situations;
 - (iii) justifying when individual or collaborative decision making is appropriate;
 - (iv) generating alternatives to safety and health-related issues or problems;
 - (v) analyzing the potential short-term and long term impact of health and safety alternatives on self and others; and
 - (vi) evaluating the effectiveness of safety and health-related decisions.
- (f) demonstrate the ability to use goal-setting skills to enhance health by:
- (i) developing a plan to attain a personal health goal that addresses strengths, needs, and risks;
 - (ii) assessing personal health practices and overall health status;
 - (iii) implementing strategies and monitoring progress in achieving a personal health goal; and
 - (iv) formulating an effective long-term personal health plan.
- (g) demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks by:
- (i) discussing ways to advocate for a variety of healthy practices and behaviors that will maintain or improve the health of self and others;
 - (ii) analyzing the role of individual responsibility for enhancing health; and
 - (iii) discussing ways to advocate for a variety of behaviors to avoid or reduce health risks to self and others.
- (h) demonstrate the ability to advocate for personal, family, and community health by:
- (i) using accurate peer and societal norms to formulate a health-enhancing message;
 - (ii) advocating for behaviors and practices that will support others in making positive health choices;
 - (iii) working cooperatively as an advocate for improving personal, family, and community health; and
 - (iv) adapting health messages and communication techniques to target audiences.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

History: NEW, 2016 MAR p. 1389, Eff. 7/1/17.