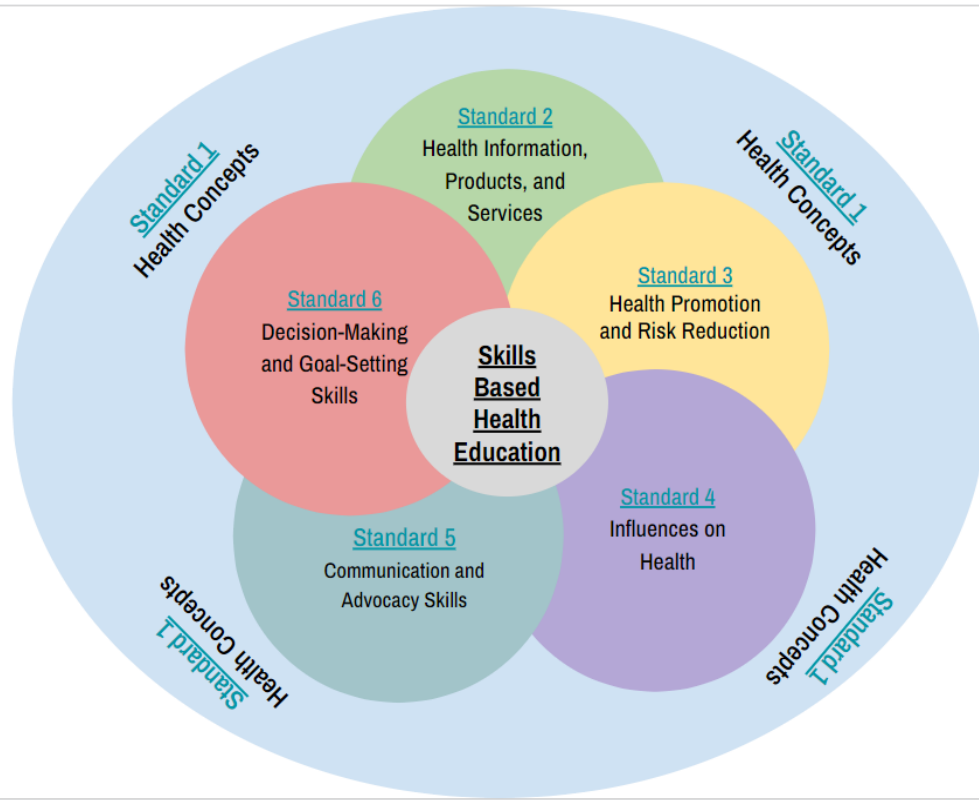


## Standard 2 Resource Document by Grade Span



The Maine Department of Education emphasizes a skills-based approach to health education instruction. A [skills-based approach](#) braids together the skills, and content knowledge. This approach aims to develop health literacy, and empower students to maintain and enhance their health and wellness.

Health education content knowledge is most impactful when used to apply a skill in a meaningful way. It is important to select topics that are relevant to your students and provide them with the functional knowledge they need to know in order to develop and apply the health skills. Thus, health content is taught through skills development.

### Grade K-2

Standard 2					
<b>Health Information, Products, and Services:</b> <a href="#">Health literate</a> students can demonstrate the ability to access <a href="#">reliable</a> health information, services, and products to enhance health.		<b>Suggestions &amp; Resources</b> Below are resources that can help you with planning your lessons and curriculum.			
2.1 Reliability of Resources	<table border="1"> <tr> <td>K</td> <td>Grade 1</td> <td>Grade 2</td> </tr> </table>	K	Grade 1	Grade 2	2-1-1 Maine <a href="https://211maine.org/">https://211maine.org/</a>  <a href="https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-">https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-</a>
K	Grade 1	Grade 2			

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	Students label trusted adults and professionals who can help promote health.	Students identify trusted adults and professionals who can help promote health.	Students describe the characteristics of trusted adults and professionals who can help promote health.	<a href="https://schools.health-education/access-valid-information/">schools/health-education/access-valid-information/</a> <a href="https://www.shapeamerica.org/events/Health_Literacy/health_literacy_month.aspx">https://www.shapeamerica.org/events/Health_Literacy/health_literacy_month.aspx</a> <a href="https://www.ymcamke.org/wp-content/uploads/2016/09/Teaching-Kids-Health-Literacy.pdf">https://www.ymcamke.org/wp-content/uploads/2016/09/Teaching-Kids-Health-Literacy.pdf</a>
2.2 Accessing Health Resources	<p style="text-align: center;">K</p> <p>Students identify school and community health helpers.</p>	<p style="text-align: center;">Grade 1</p> <p>Students identify the locations of school and community health helpers.</p>	<p style="text-align: center;">Grade 2</p> <p>Students describe ways to locate school and community health helpers.</p>	<p>2-1-1 Maine <a href="https://211maine.org/">https://211maine.org/</a></p> <p><a href="https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/access-valid-information/">https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/access-valid-information/</a></p> <p><a href="https://www.shapeamerica.org/events/Health_Literacy/health_literacy_month.aspx">https://www.shapeamerica.org/events/Health_Literacy/health_literacy_month.aspx</a></p> <p><a href="https://www.ymcamke.org/wp-content/uploads/2016/09/Teaching-Kids-Health-Literacy.pdf">https://www.ymcamke.org/wp-content/uploads/2016/09/Teaching-Kids-Health-Literacy.pdf</a></p>

### Samples of Curriculum Lessons & Materials

#### Community Helpers

<https://learnwithmoose.maine.gov/module/2898/community-helpers/overview>

<https://www.commonsense.org/education/lesson-plans/community-helpers>

#### Communities

<https://learnwithmoose.maine.gov/module/202/what-are-different-communities-i-belong/overview>

#### Accessing Resources

<https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/access-valid-information/>

## Standard 2 Resource Document by Grade Span

### Grade 3-5

Standard 2			
<b>Health Information, Products, and Services:</b> <a href="#">Health literate</a> students can demonstrate the ability to access <a href="#">reliable</a> health information, services, and products to enhance health.			<b>Suggestions &amp; Resources</b> Below are resources that can help you with planning your lessons and curriculum.
2.1 Reliability of Resources	Grade 3	Grade 4	Grade 5
	Students identify characteristics of reliable health information, products, and trusted adults.	Students describe characteristics of reliable health information, products, and trusted adults.	Students compare and contrast characteristics of reliable health information, products, and trusted adults.
			2-1-1 Maine <a href="https://211maine.org/">https://211maine.org/</a>  <a href="https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/access-valid-information/">https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/access-valid-information/</a>  <a href="https://www.learningforjustice.org/classroom-resources/lessons/evaluating-reliable-sources">https://www.learningforjustice.org/classroom-resources/lessons/evaluating-reliable-sources</a>  <a href="https://www.npr.org/2016/12/11/505154631/a-finders-guide-to-facts">https://www.npr.org/2016/12/11/505154631/a-finders-guide-to-facts</a>  <a href="https://www.educationworld.com/ultimate-guide-teaching-source-credibility">https://www.educationworld.com/ultimate-guide-teaching-source-credibility</a>
2.2 Accessing Health Resources	Grade 3	Grade 4	Grade 5
	Students identify resources from home, school, and the community that provide reliable health information.	Students explore resources from home, school, and the community that provide reliable health information.	Students locate resources from home, school, and the community that provide reliable health information.
			2-1-1 Maine <a href="https://211maine.org/">https://211maine.org/</a>  <a href="https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/access-valid-information/">https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/access-valid-information/</a>  <a href="https://www.ymcamke.org/wp-content/uploads/2016/09/Teaching-Kids-Health-Literacy.pdf">https://www.ymcamke.org/wp-content/uploads/2016/09/Teaching-Kids-Health-Literacy.pdf</a>  <a href="https://www.shapeamerica.org/events/Health_Literacy/health_literacy_month.aspx">https://www.shapeamerica.org/events/Health_Literacy/health_literacy_month.aspx</a>
<b>Samples of Curriculum Lessons &amp; Materials</b>			

## Standard 2 Resource Document by Grade Span

**Community Resources**

<https://www.common sense.org/education/lesson-plans/community-helpers>

**Accessing Resources**

<https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/access-valid-information/>

**May Include:**

- Characteristics of reliable health information, products, and services
- Resources from home, school, and the community that provide valid health information.

### Grade 6-8

Standard 2		
<b>Health Information, Products, and Services:</b> <a href="#">Health literate</a> students can demonstrate the ability to access <a href="#">reliable</a> health information, services, and products to enhance health.		<b>Suggestions &amp; Resources</b> Below are resources that can help you with planning your lessons and curriculum.
2.1 Reliability of Resources	Students analyze the reliability of health information, products, and services.	<p>Mental Health</p> <p><a href="https://static1.squarespace.com/static/5edfde972fc4b6167c047f1b/t/628ba90638a91c5a82f82a19/1653319953279/Maine+Mental+Health+Resources+by+County.pdf">https://static1.squarespace.com/static/5edfde972fc4b6167c047f1b/t/628ba90638a91c5a82f82a19/1653319953279/Maine+Mental+Health+Resources+by+County.pdf</a></p>
2.2 Accessing Health Resources	Students locate reliable health information, products, and services.	<p><a href="https://www.namimaine.org/">https://www.namimaine.org/</a></p> <p>Safety &amp; Advocacy</p> <p><a href="https://www.childrenssafetypartnership.org/contact.html">https://www.childrenssafetypartnership.org/contact.html</a></p> <p>Sexual Health</p>

## Standard 2 Resource Document by Grade Span

<https://www.plannedparenthood.org/planned-parenthood-northern-new-england>

<https://www.sapars.org/support-services.html>

<https://www.maine.gov/dhhs/programs-services>

Domestic Violence/ Relationships

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

<https://www.mcedv.org/get-help/>

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

[https://www.thehotline.org/?utm\\_source=google&utm\\_medium=organic&utm\\_campaign=domestic\\_violence](https://www.thehotline.org/?utm_source=google&utm_medium=organic&utm_campaign=domestic_violence)

Substance Abuse & Addiction

<https://www.samhsa.gov/>

General Topics

[https://www.rmc.org/wp-content/uploads/2020/06/Access-Valid-and-Reliable-Resources\\_6-8.pdf](https://www.rmc.org/wp-content/uploads/2020/06/Access-Valid-and-Reliable-Resources_6-8.pdf)

<https://newslit.org/>

<https://www.commonsense.org/education/lesson-plans/evaluation>

<https://www.education.com/download/lesson-plan/evaluation>

<https://nida.nih.gov/research-topics/parents-educators/lesson-plans/legit-accessing-valid-and-reliable-health-information>

## Standard 2 Resource Document by Grade Span

		<a href="http://www.westonps.org/uploaded/faculty/mcmorranc//CRAP_TEST_Website_Evaluation_Checklist.pdf">http://www.westonps.org/uploaded/faculty/mcmorranc//CRAP_TEST_Website_Evaluation_Checklist.pdf</a>
<p><b>Samples of Curriculum Lessons &amp; Materials</b></p> <p>Community and Personal Health</p> <p><a href="https://learnwithmoose.maine.gov/module/1989/how-can-i-positively-impact-personal-community-and-global-health/overview">https://learnwithmoose.maine.gov/module/1989/how-can-i-positively-impact-personal-community-and-global-health/overview</a></p> <p>Accessing Resources</p> <p><a href="https://learnwithmoose.maine.gov/module/1989/how-can-i-positively-impact-personal-community-and-global-health/overview">https://learnwithmoose.maine.gov/module/1989/how-can-i-positively-impact-personal-community-and-global-health/overview</a></p> <p><a href="https://nida.nih.gov/research-topics/parents-educators/lesson-plans/legit-accessing-valid-and-reliable-health-information">https://nida.nih.gov/research-topics/parents-educators/lesson-plans/legit-accessing-valid-and-reliable-health-information</a></p> <ul style="list-style-type: none"> <li>-The reliability of health information, products, and services.</li> <li>-Situations requiring the use of reliable health information, products, and services.</li> <li>-Reliable health information.</li> <li>-Reliable health products, and services.</li> </ul>		

### Grade 9-Diploma

Standard 2		
<b>Health Information, Products, and Services:</b> <a href="#">Health literate</a> students can demonstrate the ability to access <a href="#">reliable</a> health information, services, and products to enhance health.		<b>Suggestions &amp; Resources</b> Below are resources that can help you with planning your lessons and curriculum.
2.1 Reliability of Resources	Students evaluate the reliability and accessibility of health information, products, and services.	Mental Health <a href="https://static1.squarespace.com/static/5edfde972fc4b6167c047f1b/t/628ba90638a91c5a82f82a19/1653319953279/Maine+Mental+Health+Resources+by+County.pdf">https://static1.squarespace.com/static/5edfde972fc4b6167c047f1b/t/628ba90638a91c5a82f82a19/1653319953279/Maine+Mental+Health+Resources+by+County.pdf</a>
2.2 Accessing Health Resources	Students access reliable health information, products, and services.	

## Standard 2 Resource Document by Grade Span

		<p><a href="https://www.namimaine.org/">https://www.namimaine.org/</a></p> <p>Safety &amp; Advocacy</p> <p><a href="https://www.childrenssafetypartnership.org/contact.html">https://www.childrenssafetypartnership.org/contact.html</a></p> <p>Sexual Health</p> <p><a href="https://www.plannedparenthood.org/planned-parenthood-northern-new-england">https://www.plannedparenthood.org/planned-parenthood-northern-new-england</a></p> <p><a href="https://www.sapars.org/support-services.html">https://www.sapars.org/support-services.html</a></p> <p><a href="https://www.maine.gov/dhhs/programs-services">https://www.maine.gov/dhhs/programs-services</a></p> <p>Domestic Violence/Relationships</p> <p><a href="https://www.mcedv.org/">https://www.mcedv.org/</a></p> <p><a href="https://www.mcedv.org/get-help/">https://www.mcedv.org/get-help/</a></p> <p><a href="https://www.loveisrespect.org/">https://www.loveisrespect.org/</a></p> <p><a href="https://www.thehotline.org/?utm_source=google&amp;utm_medium=organic&amp;utm_campaign=domestic_violence">https://www.thehotline.org/?utm_source=google&amp;utm_medium=organic&amp;utm_campaign=domestic_violence</a></p> <p>Substance Abuse &amp; Addiction</p> <p><a href="https://www.samhsa.gov/">https://www.samhsa.gov/</a></p> <p>General Topics</p> <p><a href="https://www.rmc.org/wp-content/uploads/2020/06/Access-Valid-and-Reliable-Resources_9-12.pdf">https://www.rmc.org/wp-content/uploads/2020/06/Access-Valid-and-Reliable-Resources_9-12.pdf</a></p> <p><a href="https://newslit.org/">https://newslit.org/</a></p>
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## Standard 2 Resource Document by Grade Span

### **Samples of Curriculum Lessons & Materials**

#### **May Include:**

- Reliability and accessibility of health information, products, and services.
- When professional health services may be required.
- Reliable health information.
- Reliable health products, and services.