

**Maine
Learning Results
2022
Health Education**

- ❖ Every day, students make decisions affecting their health and well-being: what foods to eat, what company to keep, what risks to take and what to do for physical activity.
- ❖ These decisions often lead to habits that stay with them throughout life.
- ❖ Instruction guided by the health education standards will help students make better decisions about their health.
- ❖ Through achievement of the health education standards, students learn that their decisions can affect their health and set a pattern for their lives.

Highly effective HE programs:

- ✗ provide students with knowledge and the skills to thrive across their lifetime that protect, promote and enhance lifelong health
 - ✗ physically
 - ✗ mentally
 - ✗ emotionally
 - ✗ socially
- ✗ assist students to
 - ✗ be better consumers of information
 - ✗ manage the complex world around them
 - ✗ be more inclusive of others

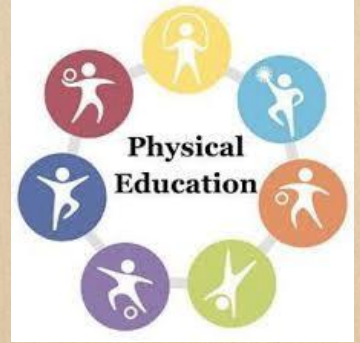


~ STRAND ~ STANDARD ~ ~ PERFORMANCE EXPECTATION ~


Strand		Health Education		
Standard HE 1 - Health Concepts				
Standard HE 2 - Health Information, Products, and Services				
Standard HE 3 - Health Promotion and Risk Reduction				
Standard HE 1	Health Concepts: Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.			
	Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2	
1.1 Health Concepts, Behaviors and Personal Health	Students name basic healthy behaviors, including nutrition; personal health; and safety and injury prevention.	Students name basic health terms and behaviors, including healthy relationships; nutrition; personal health; and safety and injury prevention.	Students recognize healthy behaviors including healthy relationships; nutrition; personal health; and safety and injury prevention.	
1.2 Dimensions of Health	Students name the dimensions of health including physical and social health.	Students identify dimensions of health including physical, mental, social	Students recognize the multiple dimensions of health including	



STRANDS



STANDARDS

Standard HE 1	<u>Health Concepts:</u> Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.
Standard HE 2	<u>Health Information, Products, and Services:</u> Health literate students can demonstrate the ability to access reliable health information, services, and products to enhance health. 
Standard HE 3	<u>Health Promotion and Risk Reduction:</u> Health literate students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks for self and others.
Standard HE 4	<u>Influences on Health:</u> Health literate students analyze the influences of family, peers, culture, media, technology and other factors on health practices and behaviors.
Standard HE 5	<u>Communication and Advocacy Skills:</u> Health literate students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.
Standard HE 6	<u>Decision-Making and Goal-Setting Skills:</u> Health literate students demonstrate the ability to make decisions and set goals to enhance health.


PERFORMANCE EXPECTATIONS

Provide guidance for the development of scope and sequence.




GRADE SPANS

	Childhood		
Performance Expectations	Kindergarten	Grade 1	Grade 2



Performance Expectations	Grade 3	Grade 4	Grade 5
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	Early Adolescence		
Performance Expectation	Grades 6 – 8		



	Adolescence		
Performance Expectation	Grades 9 – Diploma		



PROGRESSION

Standard HE 5	Communication and Advocacy Skills: Health literate students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.
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Performance Expectations	Kindergarten	Grade 1	Grade 2
5.1 Interpersonal Communication Skills	Students name healthy and unhealthy ways to communicate.	Students demonstrate healthy ways to communicate.	Students describe verbal and non-verbal ways to communicate.
Performance Expectations	Grade 3	Grade 4	Grade 5
5.1 Interpersonal Communication Skills	Students demonstrate effective communication skills to enhance personal health including written, face-to-face and safe use of technology.	Students demonstrate effective communication skills to enhance personal and family health including written, face-to-face, and safe use of technology.	Students demonstrate effective communication skills to enhance personal, family, and community health including written, face-to-face, and safe use of technology.
Performance Expectation	Grades 6 – 8		
5.1 Interpersonal Communication Skills	Students apply effective interpersonal communication skills including affirmative consent, refusal, and negotiation skills to enhance health and build relationships including written, face-to-face, and safe use of technology.		
Performance Expectation	Grades 9 – Diploma		
5.1 Interpersonal Communication Skills	Students analyze effective communication skills for self and others to enhance health and build relationships including affirmative consent, refusal, and negotiation skills.		



**Evolving,
rich,
educator
friendly!**

- new resource documents
- created by fellow Maine educators
- organized by strand, standard, and performance expectation
- suggested resources throughout

Analyze individual responsibility for enhancing health.

- a. Predict how healthy behaviors can positively impact health status.
- b. Describe barriers to practicing healthy behaviors.
- a. Examine personal susceptibility to, and the potential severity of, injury or illness if engaging in unhealthy behaviors.

This document is a collection of resources and information available for instruction

9-Diploma

Standard 1

Health Concepts: *Health literate* students comprehend concepts related to health promotion and disease prevention to enhance health.

Suggestions & Resources

Below are resources that can help you with planning your lessons and curriculum.

1.1 Health Concepts, Behaviors and Personal Health

Students analyze the impact of complex health issues on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance abuse prevention.

Sexual Health- Family Planning
<https://teachingsexualhealth.ca/teachers/sexual-health-education/>
<https://amaze.org/>

1.2 Dimensions of Health

Students analyze the impact of current health issues on the dimensions of health including physical, mental, emotional, and social.

<https://www.throughthesedoors.org/education-prevention/yaapp-young-adult-abuse-prevention-program/>

<https://www.sarssm.org/in-schools.html>

1.3 Health Conditions

Students analyze causes of health conditions and ways to reduce, prevent, treat, and/or

<https://mainefamilyplanning.org/for-educators/teachin>

RESOURCE DOCUMENT

RESOURCE DOCUMENT

1.2 Dimensions of Health

Students explain the dimensions of health including physical, mental, emotional, and social.

Grade 3	Grade 4	Grade 5
Students recall the dimensions of health including physical, mental, social, and emotional.	Students define the dimensions of health including physical, mental, social, and emotional.	Students explain the dimensions of health including physical, mental, social, and emotional.

General Health Topics

<https://www.intheknow.com/post/teacher-ban-aid-lesson-equity-equality/> different physical, mental, emotional, social needs

<https://classroom.kidshealth.org/classroom/>

<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-wellness/dimensions-of-student-wellness>

1.4 Environment and Personal Health

Students identify current health issues that relate to one's environment and the impact on personal health.

K	Grade 1	Grade 2
Students list qualities of a safe and healthy school environment.	Students identify ways a safe and healthy school environment can promote personal health.	Students describe ways a safe and healthy school environment can promote personal health.

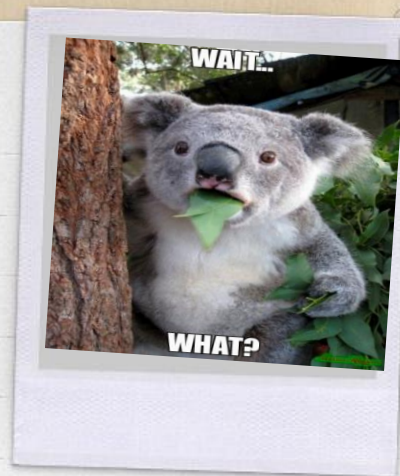
<https://www.epa.gov/students/lesson-plans-teacher-guides-and-online-environmental-resources-educators-health>

Bullying

<https://www.stopbullying.gov/kids>

Terms and Definitions

- ❑ Lingo/terms/definitions are always evolving.
- ❑ Updated language helps to ensure we are all on the same page.
- ❑ Terms are conveniently linked throughout documents for quick reference.



9-Diploma

Standard 1

Health Concepts: Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.

Suggesti
Below are n
curriculum.

1.1 Health Concepts,
Behaviors and Personal
Health

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Sexual H
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- ★ professional organization for Health & PE teachers as well as recreation & dance professionals
- ★ annual conference in November
- ★ networking & connecting
- ★ professional development
- ★ advocacy
- ★ so much more



[MAINE AHPERD](#)



LESSONS FROM THE FIELD



In addition to the written resources being shared, Health Education teachers from across the state will be recording and sharing videos of standards based lessons.

Please contact Susan Berry to join this effort.

These videos will be place on the Maine DOE's YouTube Playlist. [Maine DOE HE YouTube Playlist](#)

Susan Berry

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Team**

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The Guiding Principles guide education in Maine and should be reflected throughout the Health Education curriculum. Examples of how students can show evidence of those guiding principles in Health Education may include:

- 1) **Clear and Effective Communicator HE** - Students identify and demonstrate effective communication skills within healthy relationships.
- 2) **Self-Directed and Lifelong Learner HE** - Students practice and apply goal setting skills as they relate to enhancing health.
- 3) **Creative and Practical Problem Solver HE** - Students utilize decision making strategies and reflect on the outcomes of their choices in relation to health behaviors.
- 4) **Respectful and Involved Citizen HE** - Students examine and evaluate community health issues, the influences and using advocacy skills for healthy changes.
- 5) **Integrative and Informed Thinker HE** - Students apply and analyze the influences of peers, family and the media on personal health.

§4711. Elementary Course of Study, Mental Health and Reducing Stigma

§4712. Junior High or Middle School Course of Study, Mental Health and Reducing Stigma

§4723. Health and Physical Education including Affirmative Consent

§4502. School Approval Requirements 5-b. Suicide Awareness Education And Training

§4502. School Approval Requirements - Child Sexual Abuse Prevention Education and Response

STATE STATUTES



[§6304. Automated external defibrillators and cardiopulmonary resuscitation](#)

[§6671. Youth Mental Health First Aid Training](#)

[§1902. Definitions, 1-A Maine Comprehensive Family Life Education](#)

[§272. Tobacco Prevention and Control Program](#)

STATE STATUTES





2022 Maine Learning Results

Health Education and Physical Education Introduction

Health Education Introduction



Standards Documents



Standards and Guiding Principles



Terms and Definitions



Implementation Tools



Skills-Based Health Education



Instructional Strategies and Resources



Professional Development, Training and Certification



Connections to Health Education



Advocacy

Maine DOE links for Health Education

Health Education



Health Education

Quality pre-kindergarten through diploma comprehensive school health education provides students with the knowledge and skills to thrive physically, mentally, emotionally and socially. It contributes to a student's ability to successfully practice behaviors that enhance, protect and promote health and avoid and reduce health risks. Health Education assists students in achieving academic success and practicing healthy lifestyle behaviors.

