

Maine Learning Results: Health Education and Physical Education Standards

Health Education Standards

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 4 - Influences on Health	
Standard HE 5 - Communication and Advocacy Skills	
Standard HE 6 - Decision-Making and Goal-Setting Skills	

Standard HE 1	<u>Health Concepts:</u> Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.
Early Adolescence	
Performance Expectation	Grades 6 - 8
1.1 Health Concepts, Behaviors and Personal Health	Students explain the importance of assuming responsibility for behaviors and the impact it has on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention.
1.2 Dimensions of Health	Students explain the interrelationship of the dimensions of health including physical, mental, social, and emotional.
1.3 Health Conditions	Students investigate causes of health conditions and ways to reduce, prevent, treat, and/or manage them.
1.4 Environment and Personal Health	Students determine how the environment and other factors impact personal 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.
Early Adolescence	
Performance Expectation	Grades 6 – 8
2.1 Reliability of Resources	Students analyze the reliability of health information, products, and services.
2.2 Accessing Health Resources	Students locate reliable health information, products, and services.

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.
Early Adolescence	
Performance Expectation	Grades 6 – 8
3.1 Health-Enhancing Behaviors and Self-Management	3.1.6-8a - Students explain the importance of assuming responsibility for personal health behaviors.
	3.1.6-8b - Students apply health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills.
3.2 Avoiding/Reducing Health Risks	Students demonstrate health-enhancing behaviors to avoid or reduce health risks to 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.
Early Adolescence	
Performance Expectation	Grades 6 - 8
4.1 Influences on Health Behaviors	Students analyze positive and negative influences on adolescent health practices and behaviors including peers, family, media, culture, community, technology, and social platforms.
4.2 Compound Effects of Health Behaviors	Students examine how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same 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.
Early Adolescence	
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.
5.2 Advocacy Skills	Students utilize advocacy skills for self and others to make positive health choices.
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.
Early Adolescence	
Performance Expectation	Grades 6 – 8
6.1 Decision-Making Skills	Students apply decision-making skills to enhance health as an individual and through collaboration.
6.2 Goal-Setting Skills	Students apply goal-setting skills to achieve a personal short-term health goal.