

# Maine Learning Results: Health Education and Physical Education Standards

## Health Education Standards

Highly effective **health education** programs provide students with knowledge and the skills to thrive physically, mentally, emotionally, and socially across their lifetime. Health education can assist students to be better consumers of information, manage the complex world around them and be more inclusive of others. Through an effective skills-based health education curriculum, students will practice skills that protect, promote, and enhance lifelong health.

### **Statutes**

[§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](#)

[§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](#)

### **Guiding Principles**

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.

<b>Strand</b>	<b>Health Education</b>
	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	<b>Health Concepts:</b> Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.		
<b>Childhood</b>			
Performance Expectations	Kindergarten	Grade 1	Grade 2
<b>1.1 Health Concepts, Behaviors and Personal Health</b>	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.
<b>1.2 Dimensions of Health</b>	Students name the dimensions of health including physical and social health.	Students identify dimensions of health including physical, mental, social, emotional and health.	Students recognize the multiple dimensions of health including physical, mental, social, and emotional.
<b>1.3 Health Conditions</b>	Students list prevention strategies for common childhood communicable diseases.	Students identify the transmission and prevention of common childhood communicable diseases.	Students describe the transmission and prevention of common childhood communicable diseases.
<b>1.4 Environment and Personal Health</b>	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.
<b>1.5 Growth and Development</b>	Students name personal and public body parts.	Students label personal and public body parts.	Students recognize that the body changes throughout the lifespan.
Performance Expectations	Grade 3	Grade 4	Grade 5
<b>1.1 Health Concepts, Behaviors and Personal Health</b>	Students describe how healthy behaviors impact personal health, including healthy relationships; nutrition; safety and injury prevention; and substance use prevention.	Students describe how healthy and unhealthy behaviors impact personal health, including healthy relationships; nutrition; safety and injury prevention; and substance use prevention.	Students predict how healthy and unhealthy behaviors affect personal health, including healthy relationships; nutrition; safety and injury prevention; and substance use prevention.
<b>1.2 Dimensions of Health</b>	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.
<b>1.3 Health Conditions</b>	Students identify ways to prevent and detect common childhood health conditions.	Students identify ways to prevent, detect, treat, and/or manage common childhood health conditions.	Students describe ways to prevent, detect, treat, and/or manage common childhood health conditions.

<b>1.4 Environment and Personal Health</b>	Students explain ways a safe and healthy environment can promote personal health.	Students explain ways a safe and healthy environment can positively and negatively impact personal health.	Students identify current health issues that relate to one's environment and the impact on personal health.
<b>1.5 Growth and Development</b>	Students recognize that bodies change at different rates.	Students explore ways their bodies grow, change, and develop through adolescence.	Students describe how their bodies grow, change, and develop physically, mentally, socially, and emotionally through adolescence.
<b>Early Adolescence</b>			
<b>Performance Expectation</b>	<b>Grades 6 - 8</b>		
<b>1.1 Health Concepts, Behaviors and Personal Health</b>	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.		
<b>1.2 Dimensions of Health</b>	Students explain the interrelationship of the dimensions of health including physical, mental, social, and emotional.		
<b>1.3 Health Conditions</b>	Students investigate causes of health conditions and ways to reduce, prevent, treat, and/or manage them.		
<b>1.4 Environment and Personal Health</b>	Students determine how the environment and other factors impact personal health.		
<b>Adolescence</b>			
<b>Performance Expectation</b>	<b>Grades 9 - Diploma</b>		
<b>1.1 Health Concepts, Behaviors and Personal Health</b>	Students analyze the impact of complex health issues on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention.		
<b>1.2 Dimensions of Health</b>	Students analyze the impact of current health issues on the dimensions of health including physical, mental, social, and emotional.		
<b>1.3 Health Conditions</b>	Students analyze causes of health conditions and ways to reduce, prevent, treat, and/or manage them.		
<b>1.4 Environment and Personal Health</b>	Students analyze how one's environment and other factors impact personal health.		

<b>Standard HE 2</b>	<b>Health Information, Products, and Services:</b> Health literate students can demonstrate the ability to access reliable health information, services, and products to enhance health.		
<b>Childhood</b>			
<b>Performance Expectations</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>2.1 Reliability of Resources</b>	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.
<b>2.2 Locating Health Resources</b>	Students identify school and community health helpers.	Students identify the locations of school and community health helpers.	Students describe ways to locate school and community health helpers.
<b>Performance Expectations</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>2.1 Reliability of Resources</b>	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.
<b>2.2 Locating Health Resources</b>	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.
<b>Early Adolescence</b>			
<b>Performance Expectation</b>	<b>Grades 6 – 8</b>		
<b>2.1 Reliability of Resources</b>	Students analyze the reliability of health information, products, and services.		
<b>2.2 Accessing Health Resources</b>	Students locate reliable health information, products, and services.		
<b>Adolescence</b>			
<b>Performance Expectation</b>	<b>Grades 9 - Diploma</b>		
<b>2.1 Reliability of Resources</b>	Students evaluate the reliability and accessibility of health information, products, and services.		
<b>2.2 Accessing Health Resources</b>	Students access reliable health information, products, and services.		

<b>Standard HE 3</b>		<b>Health Promotion and Risk Reduction: Health literate students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks for self and others.</b>		
<b>Childhood</b>				
<b>Performance Expectations</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	
<b>3.1 Health-Enhancing Behaviors and Self-Management</b>	Students name health-enhancing behaviors to improve personal health including self-management skills.	Students describe health-enhancing behaviors to improve personal health including self-management skills.	Students apply health-enhancing behaviors to improve personal health including self-management skills.	
<b>3.2 Avoiding/Reducing Health Risks</b>	Students name behaviors to help avoid or reduce personal health risks.	Students recognize behaviors to help avoid or reduce personal health risks.	Students explain behaviors to help avoid or reduce personal health risks.	
<b>Performance Expectations</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	
<b>3.1 Health-Enhancing Behaviors and Self-Management</b>	Students examine health-enhancing behaviors to improve or maintain personal health including self-management skills.	Students explain health-enhancing behaviors to improve or maintain personal health including self-management skills.	Students demonstrate health-enhancing behaviors to improve or maintain personal health including self-management skills.	
<b>3.2 Avoiding/Reducing Health Risks</b>	Students examine a variety of behaviors to help avoid or reduce personal health risks to self and others.	Students explain a variety of behaviors to help avoid or reduce personal health risks to self and others.	Students demonstrate a variety of behaviors to help avoid or reduce health risks to self and others.	
<b>Early Adolescence</b>				
<b>Performance Expectation</b>	<b>Grades 6 – 8</b>			
<b>3.1 Health-Enhancing Behaviors and Self-Management</b>	<b>3.1.6-8a</b> - Students explain the importance of assuming responsibility for personal health behaviors.			
	<b>3.1.6-8b</b> - Students apply health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills.			
<b>3.2 Avoiding/Reducing Health Risks</b>	Students demonstrate health-enhancing behaviors to avoid or reduce health risks to self and others.			
<b>Adolescence</b>				
<b>Performance Expectation</b>	<b>Grades 9 - Diploma</b>			
<b>3.1 Health-Enhancing Behaviors and Self-Management</b>	<b>3.1.9-Da</b> - Students analyze the role of individual responsibility for enhancing health.			
	<b>3.1.9-Db</b> - Students evaluate health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills.			
<b>3.2 Avoiding/Reducing Health Risks</b>	Students assess health-enhancing behaviors to avoid or reduce health risks to self and others.			

<b>Standard HE 4</b>	<b><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.</b>		
<b>Childhood</b>			
<b>Performance Expectations</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>4.1 Influences on Health Behaviors</b>	Students recognize people who influence their health behaviors.	Students name people who influence their health behaviors.	Students identify multiple influences on personal health behaviors including peers, family, and media.
<b>4.2 Effects of Health Behaviors</b>	Students recognize factors that influence health behaviors.	Students identify factors that influence health behaviors.	Students describe factors that influence health behaviors.
<b>Performance Expectations</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>4.1 Influences on Health Behaviors</b>	Students identify how a variety of factors influence personal health behaviors including peers, family, school, community, media, and technology.	Students explore how a variety of factors influence personal health behaviors including peers, family, community, culture, media, technology, and social platforms.	Students describe how a variety of factors influence personal health behaviors including peers, family, community, culture, media, technology, and social platforms.
<b>4.2 Effects of Health Behaviors</b>	Students list health behaviors that could influence future behaviors.	Students identify how health behaviors could influence future behaviors.	Students describe how health behaviors could influence future behaviors.
<b>Early Adolescence</b>			
<b>Performance Expectation</b>	<b>Grades 6 - 8</b>		
<b>4.1 Influences on Health Behaviors</b>	Students analyze positive and negative influences on adolescent health practices and behaviors including peers, family, media, culture, community, technology, and social platforms.		
<b>4.2 Compound Effects of Health Behaviors</b>	Students examine how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.		
<b>Adolescence</b>			
<b>Performance Expectation</b>	<b>Grades 9 - Diploma</b>		
<b>4.1 Influences on Health Behaviors</b>	Students evaluate positive and negative influences on health practices and behaviors including peers, family, media, culture, community, perception of norms, government, technology, and social platforms.		
<b>4.2 Compound Effects of Health Behaviors</b>	Students analyze how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.		

<b>Standard HE 5</b>	<b>Communication and Advocacy Skills: Health literate students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.</b>		
<b>Childhood</b>			
<b>Performance Expectations</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>5.1 Interpersonal Communication Skills</b>	Students name healthy and unhealthy ways to communicate.	Students demonstrate healthy ways to communicate.	Students describe verbal and non-verbal ways to communicate.
<b>5.2 Advocacy Skills</b>	Students name healthy ways to express their needs, wants, and feelings.	Students recognize ways to ask for help to promote health for self and others.	Students demonstrate ways to promote health for self and/or others.
<b>Performance Expectations</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>5.1 Interpersonal Communication Skills</b>	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.
<b>5.2 Advocacy Skills</b>	Students explore ways to promote health for self, others, and school.	Students demonstrate ways to promote health for self, others, and school.	Students demonstrate ways to share informed opinions to promote health for self and others.
<b>Early Adolescence</b>			
<b>Performance Expectation</b>	<b>Grades 6 – 8</b>		
<b>5.1 Interpersonal Communication Skills</b>	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.		
<b>5.2 Advocacy Skills</b>	Students utilize advocacy skills for self and others to make positive health choices.		
<b>Adolescence</b>			
<b>Performance Expectation</b>	<b>Grades 9 – Diploma</b>		
<b>5.1 Interpersonal Communication Skills</b>	Students analyze effective communication skills for self and others to enhance health and build relationships including affirmative consent, refusal, and negotiation skills.		
<b>5.2 Advocacy Skills</b>	Students analyze advocacy skills for self and others to make positive health choices.		



<b>Standard HE 6</b>	<b><u>Decision-Making and Goal-Setting Skills:</u> Health literate students demonstrate the ability to make decisions and set goals to enhance health.</b>		
<b>Childhood</b>			
<b>Performance Expectations</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>6.1 Decision-Making Skills</b>	Students name health situations where a decision is needed.	Students identify health situations where a decision is needed.	Students identify health situations where decisions can appropriately be made by the individual and when assistance is needed.
<b>6.2 Goal-Setting Skills</b>	Students identify what health goals are.	Students explore when health goals are useful.	Students identify resources to help achieve a personal health goal.
<b>Performance Expectations</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>6.1 Decision-Making Skills</b>	Students identify a decision-making process to enhance health.	Students describe when to use a decision-making process to enhance health.	Students apply a decision-making process to enhance health.
<b>6.2 Goal-Setting Skills</b>	Students identify the goal-setting process to enhance health.	Students describe when to use a goal-setting process to enhance health.	Students practice the goal-setting process to achieve a personal health goal.
<b>Early Adolescence</b>			
<b>Performance Expectation</b>	<b>Grades 6 – 8</b>		
<b>6.1 Decision-Making Skills</b>	Students apply decision-making skills to enhance health as an individual and through collaboration.		
<b>6.2 Goal-Setting Skills</b>	Students apply goal-setting skills to achieve a personal short-term health goal.		
<b>Adolescence</b>			
<b>Performance Expectation</b>	<b>Grades 9 – Diploma</b>		
<b>6.1 Decision-Making Skills</b>	Students analyze decision making skills to enhance health outcomes.		
<b>6.2 Goal-Setting Skills</b>	Students analyze goal-setting skills to achieve short and/or long-term personal health goals.		