

Maine Learning Results: Health Education and Physical Education Standards

The Health Education and Physical Education Standards and performance expectations represent the essential knowledge and skills students need to be healthy individuals and lifelong learners. Being a lifelong learner involves the awareness and understanding of health and physical literacy. “Personal health literacy is the degree to which individuals have the ability to find, understand, and use information and services to inform health related decisions and actions for themselves and others.” (US CDC). “Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person” (SHAPE America). Social and emotional learning is naturally embedded in both health education and physical education. Students participate in an inclusive learning environment that values the interests of all Maine children through opportunities to learn and practice social and emotional skills and behaviors. Through achievement of the Health Education and Physical Education Standards, students will practice an active and balanced approach to life, take responsibility for their own wellness and contribute to the health and well-being of their own community.

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.

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	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, emotional and health.	Students recognize the multiple dimensions of health including physical, mental, social, and emotional.
1.3 Health Conditions	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.
1.4 Environment and Personal Health	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.
1.5 Growth and Development	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
1.1 Health Concepts, Behaviors and Personal Health	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.
1.2 Dimensions of Health	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.
1.3 Health Conditions	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.

1.4 Environment and Personal Health	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.
1.5 Growth and Development	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.
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.		
Adolescence			
Performance Expectation	Grades 9 - Diploma		
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 use prevention.		
1.2 Dimensions of Health	Students analyze the impact of current health issues on the dimensions of health including physical, mental, social, and emotional.		
1.3 Health Conditions	Students analyze causes of health conditions and ways to reduce, prevent, treat, and/or manage them.		
1.4 Environment and Personal Health	Students analyze how one's environment and other factors impact personal health.		
Standard HE 2	Health Information, Products, and Services: Health literate students can demonstrate the ability to access reliable health information, services, and products to enhance health.		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2

2.1 Reliability of Resources	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.
2.2 Locating Health Resources	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.
Performance Expectations	Grade 3	Grade 4	Grade 5
2.1 Reliability of Resources	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.
2.2 Locating Health Resources	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.
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.		
Adolescence			
Performance Expectation	Grades 9 - Diploma		
2.1 Reliability of Resources	Students evaluate the reliability and accessibility of health information, products, and services.		
2.2 Accessing Health Resources	Students access 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.		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2
3.1 Health-Enhancing Behaviors and Self-Management	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.
3.2 Avoiding/Reducing Health Risks	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.
Performance Expectations	Grade 3	Grade 4	Grade 5

3.1 Health-Enhancing Behaviors and Self-Management	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.
3.2 Avoiding/Reducing Health Risks	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.
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.		
Adolescence			
Performance Expectation	Grades 9 - Diploma		
3.1 Health-Enhancing Behaviors and Self-Management	3.1.9-Da - Students analyze the role of individual responsibility for enhancing health.		
	3.1.9-Db - Students evaluate health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills.		
3.2 Avoiding/Reducing Health Risks	Students assess 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.		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2
4.1 Influences on Health Behaviors	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.
4.2 Effects of Health Behaviors	Students recognize factors that influence health behaviors.	Students identify factors that influence health behaviors.	Students describe factors that influence health behaviors.
Performance Expectations	Grade 3	Grade 4	Grade 5

4.1 Influences on Health Behaviors	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.
4.2 Effects of Health Behaviors	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.
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.		
Adolescence			
Performance Expectation	Grades 9 - Diploma		
4.1 Influences on Health Behaviors	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.		
4.2 Compound Effects of Health Behaviors	Students analyze 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.		
Childhood			
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.
5.2 Advocacy Skills	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.
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.

5.2 Advocacy Skills	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.
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.		
Adolescence			
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.		
5.2 Advocacy Skills	Students analyze 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.		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2
6.1 Decision-Making Skills	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.
6.2 Goal-Setting Skills	Students identify what health goals are.	Students explore when health goals are useful.	Students identify resources to help achieve a personal health goal.
Performance Expectations	Grade 3	Grade 4	Grade 5
6.1 Decision-Making Skills	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.
6.2 Goal-Setting Skills	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.
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.
Adolescence	
Performance Expectation	Grades 9 – Diploma
6.1 Decision-Making Skills	Students analyze decision making skills to enhance health outcomes.
6.2 Goal-Setting Skills	Students analyze goal-setting skills to achieve short and/or long-term personal health goals.

Physical Education Standards

Highly effective **physical education** programs provide students with a variety of skills and knowledge that foster the confidence to be active for a lifetime. A physically literate individual is prepared with a foundation of knowledge and skill development, along with the tools to analyze their personal fitness. Students who participate in quality physical education on a regular basis understand the benefits of physical activity and how it contributes to a lifetime commitment to an active lifestyle.

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

Guiding Principles

- 1) Clear and Effective Communicator
PE Students use appropriate communication skills and strategies when working with others in a variety of physical activity settings.
- 2) Self-Directed and Lifelong Learner
PE Students practice and apply goal setting skills as they relate to enhancing physical activity and fitness.
- 3) Creative and Practical Problem Solver
PE Students practice and apply critical thinking skills to skill improvement and game strategies.
- 4) Respectful and Involved Citizen
PE Students cooperate and collaborate with others during physical education classes through active, safe, and respectful communication and participation.
- 5) Integrative and Informed Thinker
PE Students use information from a variety of sources to modify and improve skills and movement/game strategies.

Strand	Physical Education
Standard PE 1 - Motor Skills and Movement Patterns	
Standard PE 2 - Concepts and Strategies	
Standard PE 3 – Fitness Education	
Standard PE 4 - Responsible Personal and Social Behavior	
Standard PE 5 - Recognition of the Value of Physical Activity	

Standard PE 1	Motor Skills and Movement Patterns: Physically literate students demonstrate competency in a variety of motor skills and movement patterns.		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2
1.1 Locomotor Skills	Practices critical elements of locomotor skills.	Uses recognizable forms of basic locomotor skills in different pathways, levels, or directions.	Executes a combination of locomotor skills in different pathways, levels, or directions.
1.2 Non-locomotor Skills	Practices critical elements of non-locomotor skills.	Uses recognizable forms of non-locomotor skills to move and control the body.	Executes more complex non-locomotor skills to move and control the body.
1.3 Locomotor and Non-locomotor Combination Skills	Replicates locomotor skills in response to teacher led creative movement sequence.	Combines locomotor and non-locomotor skills in a teacher designed movement sequence.	Performs a rhythmic activity with correct response to simple rhythms.
1.4 Manipulative Skills	Practices critical elements of basic manipulative skills.	Uses critical elements of basic manipulative skills.	Executes a variety of manipulative skills while maintaining control of body and objects/ equipment.
Performance Expectations	Grade 3	Grade 4	Grade 5
1.1 Locomotor Skills	Demonstrates mature patterns of locomotor skills.	Demonstrates combinations of complex locomotor skills in various physical activity settings.	Applies combinations of complex locomotor skills specific to individual, dual, and team activities.

1.2 Non-locomotor Skills:	Demonstrates mature use of non-locomotor skills.	Demonstrates complex non-locomotor skills in various activities.	Applies combinations of complex non-locomotor skills specific to individual, dual and team activities.
1.3 Locomotor Non-locomotor Combination Skills	Performs teacher-selected and developmentally appropriate dance steps and /or movement patterns.	Combines locomotor movement patterns and dance steps to create and perform an original movement sequence.	Combines locomotor skills and movement concepts with rhythm and patterns.
1.4 Manipulative Skills	Demonstrates critical elements of basic manipulative skills.	Demonstrates maturing manipulative skills in a non-dynamic environment.	Applies maturing manipulative skills in individual, dual, and team activities.

Early Adolescence

Grades 6 – 8

Performance Expectation	Emerging	Maturing	Applying
1.1 Movement and Rhythm	Demonstrates rhythmic movement and patterns with emphasis in keeping the beat.	Demonstrates rhythmic movement and patterns for different dances and activities.	Exhibits command of rhythm and timing by creating a movement sequence as an individual or in a group.
1.2 Game and Sport Skills	Uses specialized skills that are refined and appropriate for modified game play.	Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.	Executes complex combinations of movements specific to at least two game, sport, or physical activities.
1.3 Offensive and Defensive Skills	Demonstrates basic offensive and defensive movement skills for games, sports, or physical activities.	Performs basic offensive and defensive movement skills for games, sports, or physical activities.	Applies offensive and defensive movement skills for at least two games, sports or physical activities that contribute to successful participation.
1.4. Lifetime Activities	Demonstrates basic skills in individual performance or outdoor lifetime activities.	Performs basic skills in individual performance or outdoor lifetime activities.	Applies skills in at least two individual performance or outdoor lifetime activities that contribute to successful participation.

Adolescence

Grades 9-Diploma

Performance Expectations	Level 1	Level 2
1.1 Movement and Rhythm	Creates movement combinations in rhythmic activities with an emphasis on keeping to the beat.	Performs movement combinations in rhythmic activities with an emphasis on keeping to the beat.

1.2 Game and Sport Skills	Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports, or physical activities.	Refines basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports, or physical activities.	
1.3 Lifetime Activities	Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities.	Refines activity-specific movement skills in a variety of lifetime activities.	
Standard PE 2	Concepts and Strategies: Physically literate students apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2
2.1 Movement Concepts	Demonstrates a variety of movements associated with basic motor performance.	Utilizes basic motor movements in activity and game play.	Demonstrates basic motor performance in conjunction with manipulative skills.
2.2 Strategies and Tactics	Uses teacher feedback to improve basic form and function.	Uses teacher feedback to improve basic motor performance in conjunction with manipulative skills.	Understands/explains the importance of feedback as it relates to improved motor performance.
Performance Expectations	Grade 3	Grade 4	Grade 5
2.1 Movement Concepts	Utilizes basic motor movements and manipulative skills during activity and games.	Applies basic concepts of movement to improve individual (personal) performance.	Assesses movement and game skills to provide feedback for improvement.
2.2 Strategies and Tactics	Demonstrates basic strategies and tactics for modified activities and games.	Utilizes basic strategies and tactics for a variety of activities and games.	Demonstrates basic offense and defense strategies in modified games and activities.
Early Adolescence			
Grades 6 – 8			
Performance Expectations	Emerging	Maturing	Applying
2.1 Movement Concepts	Applies advanced movement concepts to enhance game play/activities.	Applies concepts from other content areas (i.e. physics, geometry) to movement skills.	Utilizes complex movement principles to evaluate and improve performance.

2.2 Strategies and Tactics	Explains when and why strategies and tactics are utilized in game play and activities.	Demonstrates game strategies and tactics at appropriate times and using appropriate methods.	Applies appropriate game strategies and tactics during game play and activities.
Adolescence			
Grades 9- Diploma			
Performance Expectations	Level 1		Level 2
2.1 Movement Concepts	Applies complex movement concepts to refine learned skills and acquire new, advanced skills.	Integrates increasing complex, content-specific knowledge (biomechanics) with movement skills.	
2.2 Strategies and Tactics	Applies/integrates appropriate game strategies and tactics during game play and activities.	Creates and applies multiple offensive and defensive strategies for game play and activity.	
Standard PE 3	Fitness Education: Physically literate students demonstrate the knowledge and skills to plan, execute, self-monitor, achieve, and maintain a health-enhancing level of physical activity and/or fitness.		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2
3.1 Health-Related Fitness and Exercise.	Identifies the physiological signs of moderate to vigorous physical activity,	Identifies the physiological responses of moderate to vigorous physical activity.	Identifies the physiological signs of moderate to vigorous physical activity and uses teachers' suggestions to modify intensity of the activity when needed.
3.2 Skill-Related Fitness and Training	Demonstrates control of body and space when performing skill-related fitness components.	Demonstrates control of body, movement, and space when performing skill-related fitness components.	Demonstrates control of body in space when performing skill-related fitness components during game play and challenge activities.
3.3 Training Principles for Fitness and Sport	Participates in a teacher-directed workout that includes moderate to vigorous physical activities.	Demonstrates proper technique when using one's own body as resistance.	Classifies activities as light, medium, and/or difficult based on the response of the physiological responses of the body.
3.4 Health-related and/or sport training fitness plan	Participates in a teacher-directed workout that includes moderate to vigorous physical activities.	Participates in a teacher-directed workout that includes moderate to vigorous physical activities.	Creates a simple workout plan using motor skill, movement concepts,

			health-related and/or skill-related fitness components.
3.5 Fitness, Sport, and Technology	Participates in a teacher-directed skill-related fitness, and/or dance/movement video resource at school.	Participates in a teacher-directed skill-related fitness, and/or dance/movement video resource at school.	Participates in a teacher-directed skill-related fitness, and/or dance/movement video resource at school and/or at home.
3.6 Physical Activity	Participates with family in activities that are enjoyable, challenging, fun and/or that allow for self-expression.	Participates with family or friends in activities that are enjoyable, challenging, fun and/or that allow for self-expression.	Identifies ways to be responsible for one's own fitness by choosing to be active at home or at school.
Performance Expectations	Grade 3	Grade 4	Grade 5
3.1 Health-Related Fitness and Exercise.	Participates in exercises and/or activities and identifies muscle groups or body systems targeted.	Participates in targeted activities to improve specific health-related fitness components demonstrating appropriate form, technique, and principles of exercise.	Demonstrates appropriate form, technique, and principles and adjusts intensity to sustain activity.
3.2 Skill-Related Fitness and Training	Participates in exercises and/or activities and identifies the skill-related fitness component(s) targeted.	Participates in exercises, movement patterns, and/or sport skill activities and identifies the skill-related component(s) targeted.	Uses one or more skill-related fitness components used during exercise, movement patterns, or sport skill activities and identifies the skill-related component targeted.
3.3 Training Principles for Fitness and Sport	Participates in workouts and identifies exercise and/or activities in each part of the workout.	Participates in workouts and describes and/or explains body responses to physical activities.	Participates in workouts and describes and/or explains, measures and/or records body responses to physical activities.
3.4 Health-related and/or sport training fitness plan	Uses movement or sport skills to create a simple workout that includes a warm-up, workout, and cool-down.	Creates and implements a workout plan using exercises and/or activities in one or more health-related components.	Creates and implements a workout plan using exercises and/or activities utilizing skill-related and/or health-related fitness components.
3.5 Fitness, Sport, and Technology	Uses teacher-directed video-resources or apps to engage in fitness activities and/or skill-practice.	Uses teacher-directed technology tools to engage in fitness or skill-practice activities at home or at school.	Uses teacher-directed technology tools to measure or practice targeted lesson objectives.

3.6 Physical Activity	Participates actively in physical activities at recess.	Participates in activities at school and/or outside of school,	Identifies opportunities and participates in activities at school, outside of school, and in the community with family and friends.
Early Adolescence			
Grades 6 - 8			
Performance Expectations	Emerging	Maturing	Applying
3.1 Health-Related Fitness and Exercise.	<p>3.1.6-8a - Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.</p> <p>3.1.6-8b - Identifies and/or classifies exercises and physical activities for each health-related fitness components</p>	<p>3.1.6-8a - Demonstrates proper body positioning and/or technique when executing muscle strength, muscle endurance, and flexibility exercises while engaged in health-related fitness activities (ex. Tabata, exercise circuit, etc.).</p> <p>3.1.6-8b - Maintains a pace while walking, jogging, or running.</p>	Creates simple exercise routines and records workout data in a simple log.
3.2 Skill-Related Fitness and Training	Lists, defines, and explains skill-related fitness components and uses components in exercises and/or games.	Demonstrates improvements in skill-related fitness exercises.	Creates a skill-related fitness exercise circuit and records data in a personal log.
3.3 Training Principles for Fitness and Sport	Uses training principles to improve fitness or sport performance.	Uses measurement tools to identify intensity of exercise or activity.	Examines fitness data to improve fitness or sport performance.
3.4 Health-related and/or sport training fitness plan	Engages/follows a teacher created exercise plan demonstrating proper posture and technique when performing exercises.	Designs and implements a personal fitness plan based on fitness or sport goals for physical education.	Designs and implements a personal fitness plan for home based on fitness or sport goals.
3.5 Fitness, Sport, and Technology	Uses teacher-directed technology tools to engage in health-related fitness activities for skill practice or for enjoyment.	Uses teacher-directed fitness-related technology tools to measure physical activity and/or practice lesson objectives.	Selects and uses technology tools to monitor exercise programs or uses video resources to gain ideas to create a new exercise plan.
3.6 Physical Activity	Identifies and/or participates in physical activities at school, home, and/or in the community.	Participates in physical activities at school, home, and/or in the community.	Creates a plan to be active at home or in community activities.

Adolescence			
Grades 9- Diploma			
Performance Expectations	Level 1		Level 2
3.1 Health-Related Fitness and Exercise.	<p>3.1.9-Da - Executes with proper form and technique a wide variety of exercises in each of the health-related fitness components addressing all major muscle groups.</p> <p>3.1.9-Db - Engages in cardiorespiratory activities.</p>		<p>3.1.9-Da - Analyzes one's personal preferences and/or choices of exercise and exercise tools for the benefits, risk, safety, accessibility, adherence, and enjoyment.</p> <p>3.1.9-Db - Develops and maintains a fitness portfolio that includes assessments, goals, activities, and a tracking system for personal improvement.</p>
3.2 Skill-Related Fitness and Training	Participates and examines exercise programs that train each of the skill-related fitness components.		Designs or implements a training plan that incorporates one or more training principles.
3.3 Training Principles for Fitness and Sport	Applies training principles to health-related fitness exercise plans or a sport skill or sport fitness improvement plan.		Evaluates performance data and applies training principles to revise health-related fitness or sport skill/fitness plan to improve performance.
3.4 Health-related and/or sport training fitness plan	Creates, implements, monitors (log), reassess, and revises a personal health-related and/or sport fitness plan for home, community, and school.		Creates, monitors (log), and revises one or more personal health-related and/or sport fitness plans implemented by one or more peers.
3.5 Fitness, Sport, and Technology	Investigates and uses available technology tools, applications, and connections on social media as tools for supporting a healthy, active lifestyle and/or to self-monitor exercise and/or physical activity.		Investigates and uses available technology tools, applications, and connections on social media as tools for supporting a healthy, active lifestyle and/or to self-monitor exercise and/or physical activity.
3.6 Physical Activity	Evaluates one or more recreation or sport activities that can be pursued in the local community and evaluates the activity and/or activities based on benefits, social support networks, and participation requirements.		Evaluates one or more recreation or sport activities that can be pursued in the local community and evaluates the activity and/or activities based on benefits, social support networks, and participation requirements.
Standard PE 4	<u>Responsible Personal and Social Behavior:</u> Physically literate students exhibit responsible personal and social behavior that respects self and others.		
Childhood			
Performance Expectation	Kindergarten	Grade 1	Grade 2

4.1 Personal Responsibility	<p>4.1.Ka - Uses basic strategies, concepts, and communication skills for working cooperatively in group settings.</p> <p>4.1.Kb - Acknowledges responsibility for behavior when prompted.</p>	<p>4.1.1a - Uses basic strategies, concepts, and communication skills for working cooperatively in group settings.</p> <p>4.1.1b - Accepts personal responsibility for behavior.</p>	<p>4.1.2a - Explains the value of working cooperatively in group settings.</p> <p>4.1.2b - Accepts personal responsibility for behavior.</p>
4.2 Working with Others	<p>4.2.Ka - Demonstrates cooperative skills.</p> <p>4.2.Kb - Understands how social interaction can make activities more enjoyable.</p>	<p>4.2.1a - Demonstrates cooperative skills.</p> <p>4.2.1b - Understands how social interaction can make activities more enjoyable.</p>	<p>4.2.2a - Demonstrates cooperative skills.</p> <p>4.2.2b - Summarizes the benefits of positive social interaction to make activities more enjoyable.</p>
4.3 Rules, Etiquette, and Safety	Uses safe practices when engaging in physical education activities.	Uses safe practices when engaging in physical education activities.	Uses safe practices when engaging in physical education activities with little or no prompting.
Performance Expectation	Grade 3	Grade 4	Grade 5
4.1 Personal Responsibility	Uses self-control to demonstrate personal responsibility and respect for self and others.	Uses self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.	Uses self-control to work independently in developing responsibility and respect for self and others.
4.2 Working with others	<p>4.2.3a - Demonstrates cooperation and communication skills to achieve common goals.</p> <p>4.2.3b - Explains the importance of working productively with others.</p>	<p>4.2.4a - Demonstrates cooperation and communication skills to achieve common goals.</p> <p>4.2.4b - Understands the importance of culture and ethnicity in developing self-awareness and working productively with others.</p>	<p>4.2.5a - Demonstrates cooperation and communication skills to achieve common goals.</p> <p>4.2.5b - Understands the importance of culture and ethnicity in developing self-awareness and working productively with others.</p>
4.3 Rules, Etiquette, and Safety	Uses safe practices when engaging in physical education activities with little or no prompting.	Uses safe practices when engaging in physical education activities without prompting.	Uses safe practices when engaging in physical education activities without prompting.
Early Adolescence			
Grades 6 - 8			

Performance Expectation	Emerging	Maturing	Applying
4.1 Personal Responsibility	Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.	Demonstrates personal responsibility by using a variety of appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.	4.1.6-8a - Demonstrates personal responsibility by working independently from adults. 4.1.6-8b - Consistently applies strategies to reinforce positive behaviors when completing assigned tasks.
4.2 Cooperative Skills	4.2.6-8a - Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations. 4.2.6-8b - Analyzes conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.	4.2.6-8a - Contrasts between appropriate and inappropriate strategies for communicating ideas and feelings. 4.2.6-8b - Understands the role of diversity in physical activity, respecting limitations, and strengths of members of a variety of groups.	4.2.6-8a - Exemplifies well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations. 4.2.6-8b - Compares factors in different cultures and/or social settings that influence the choice of physical activity.
4.3 Rules, Etiquette, and Safety	Uses safe practices when engaging in physical education activities without prompting.	Uses safe practices when engaging in physical education activities without prompting.	Uses safe practices when engaging in physical education activities without prompting.

Adolescence

Grades 9 - Diploma

Performance Expectations	Level 1	Level 2
4.1 Personal Responsibility	Demonstrates personal responsibility in all physical education activities.	Implements leadership skills to promote responsibility in self and others.
4.2 Cooperative Skills	4.2.9-Da - Apply appropriate communication and cooperative skills including problem solving and resolving conflict in a variety of physical activities and team or group situations. 4.2.9-Db - Compares factors in different cultures and/or social settings that influence the choice of physical activity.	4.2.9-Da - Selects the most appropriate ways of responding and mediation to settle conflicts. 4.2.9-Db - Explains the influence of physical activity on cultural competence and the development of self-awareness.

4.3 Rules, Etiquette, and Safety	Uses safe practices when engaging in physical education activities.	Uses safe practices when engaging in physical education activities.	
Standard PE 5	Recognition of the Value of Physical Activity: Physically literate students recognize the value of physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2
5.1 Health	Recognizes that physical activity is important to good health.	Identifies that physical activity is a component of good health.	Recognizes the value of physical activity for good health.
5.2 Challenge	Understands that some physical activities are challenging.	Recognizes challenges when learning a new physical activity.	Recognizes that perseverance in physical activities can lead to improvement.
5.3 Self-expression and Enjoyment	Identifies positive feelings that result from participating in physical activity.	Describes physical activities that are enjoyable.	Describes reasons for enjoying physical activity.
5.4 Social Interaction	Recognizes that physical activity can help develop friendships.	Identifies that physical activity promotes opportunity for social interaction.	Understands that physical activities can foster cooperation.
Performance Expectations	Grade 3	Grade 4	Grade 5
5.1 Health	Discusses the relationship between physical activity and health.	Examines the health benefits of participating in physical activity.	Compares the health benefits of participating in selected physical activities.
5.2 Challenge	Describes how practice develops confidence in challenging physical activities.	Understands that improving performance in challenging physical activities requires consistent practice.	Explains how to overcome challenges essential for improvement.
5.3 Self-expression and Enjoyment	Identifies physical activities that provide opportunities for self-expression.	Identifies physical activities for the purpose of self-expression and enjoyment.	Analyzes how various physical activities promote self-expression and enjoyment.
5.4 Social Interaction	Describes how physical activities can promote positive social interactions.	Describes social benefits gained from participating in physical activity. Describe physical activities that promote camaraderie.	Describes social benefits of engaging in partner, small group, and large group physical activities.
Early Adolescence			

Grades 6 – 8			
Performance Expectations	Emerging	Maturing	Applying
5.1 Health	Identifies and compare health benefits and physical activities.	Describes how different types of physical activity exert a positive impact on health and improve the quality of life.	Explains the connections between health-related fitness and overall physical and mental health, and the positive impacts on the quality of life.
5.2 Challenge	Applies strategies for overcoming individual challenges in a physical activity setting.	Uses positive strategies when faced with a group challenge.	Applies strategies to overcome challenges in a physical activity.
5.3 Self-expression and Enjoyment	<p>5.3.6-8a - Describes how moving competently in a physical activity setting creates enjoyment.</p> <p>5.3.6-8b - Identify how self-expression and physical activity are related.</p>	<p>5.3.6-8a - Identifies why self-selected physical activities create enjoyment</p> <p>5.3.6-8b - Explain the relationship between self-expression and lifelong enjoyment through physical activity.</p>	<p>5.3.6-8a - Discusses how enjoyment can be increased in self-selected physical activities.</p> <p>5.3.6-8b - Identify and participate in an enjoyable activity that prompts individual self-expressions.</p>
5.4 Social Interaction	Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.	Demonstrates the importance of social interaction by avoiding trash talk and playing in the spirit of activities and games.	Demonstrates importance of social interaction by asking for help and helping others in various physical activities and games.
Adolescence			
Grade 9 – Diploma			
Performance Expectations	Level 1	Level 2	
5.1 Health	Analyzes the health benefits of physical activity.	Analyzes the health benefits of a self-selected physical activity.	
5.2 Challenge	Chooses an appropriate level of challenge to experience success in a physical activity.	Chooses an appropriate level of challenge to experience success in a self-selected physical activity.	
5.3 Self-expression and Enjoyment	Participates in a self-selected physical activity for self-expression and enjoyment.	Participates in a self-selected physical activity for self-expression and enjoyment.	
5.4 Social Interaction	Identifies opportunities for social interaction in a self-selected physical activity.	Evaluates opportunities for social interaction and social support in a self-selected physical activity.	

