

# 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	<b>Health Concepts: Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.</b>		
Childhood			
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.
<b>Performance Expectations</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<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>Standard HE 2</b>	<b>Health Information, Products, and Services: Health literate students can demonstrate the ability to access reliable health information, services, and products to enhance health.</b>		
<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.

Performance Expectations	Grade 3	Grade 4	Grade 5
<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>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>			
Performance Expectations	Kindergarten	Grade 1	Grade 2
<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.
Performance Expectations	Grade 3	Grade 4	Grade 5
<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>Standard HE 4</b>	<b>Influences on Health: Health literate students analyze the influences of family, peers, culture, media, technology and other factors on health practices and behaviors.</b>		
<b>Childhood</b>			
Performance Expectations	Kindergarten	Grade 1	Grade 2
<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.

Performance Expectations	Grade 3	Grade 4	Grade 5
<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>Standard HE 5</b>	<b><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.</b>		
<b>Childhood</b>			
Performance Expectations	Kindergarten	Grade 1	Grade 2
<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.
Performance Expectations	Grade 3	Grade 4	Grade 5
<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>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>			
Performance Expectations	Kindergarten	Grade 1	Grade 2
<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.