

# Check out the 2022 Updated Physical Education MLRs!

[Maine Learning Results: Health Education and Physical Education](#)





## 2022 Maine Learning Results



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# Opening Statement of Health Education and Physical Education (MLRs)

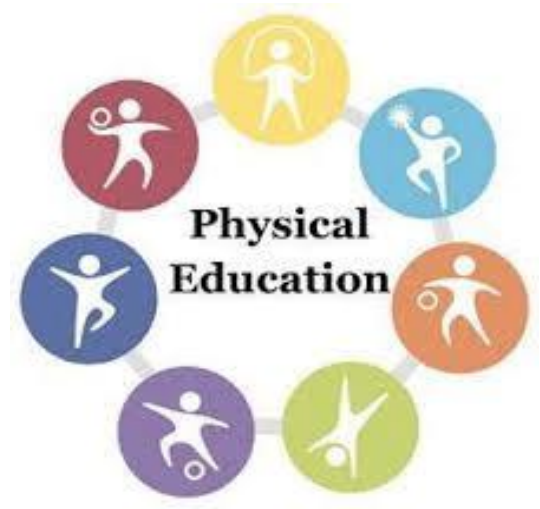
The Health Education and Physical Education Standards and Performance Expectations represent the essential knowledge and skills students need to be healthy individuals and lifelong learners. Being a lifelong learner involves the awareness and understanding of health and physical literacy. “Personal health 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.

# Maine Learning Results (MLR): Physical Education Standards

- essential knowledge and skills
- healthy individuals and lifelong learners
- awareness and understanding of health and physical literacy
  - find, understand, and use information and services
  - the ability to move with competence and confidence that benefit the whole person
- social and emotional learning
  - inclusive learning environment
  - learn and practice social and emotional skills and behaviors
- practice an active and balanced approach to life
- take responsibility for their own wellness
- contribute to the health and well-being of their own community

# Highly effective physical education programs:

- provide students with knowledge and the skills to physically thrive during their lifetime:
  - \*motor skills and movement patterns
  - \*concepts and strategies
  - \*fitness education
  - \*responsible personal and social behavior
  - \*recognition of the value of physical activity



# \*STRANDS\*\*STANDARDS\*\*PERFORMANCE EXPECTATIONS\*

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	<u>Motor Skills and Movement Patterns</u> : Physically literate students demonstrate competency in a variety of motor skills and movement patterns.		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2
<b>1.1 Locomotor Skills</b>	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.
<b>1.2 Non-locomotor Skills</b>	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.

# Grade Level Designations

Standard PE 2	<b>Concepts and Strategies:</b> Physically literate students apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		
<b>Childhood</b>			
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.
<b>Early Adolescence</b>			
Grades 6 – 8			
Performance Expectations	Emerging	Maturing	Applying
<b>Adolescence</b>			
Grades 9- Diploma			
Performance Expectations	Level 1		Level 2

# STANDARDS DEFINED

(aligned with National Standards)

Standard PE 1

**Motor Skills and Movement Patterns:** Physically literate students demonstrate competency in a variety of motor skills and movement patterns.

Standard PE 2

**Concepts and Strategies:** Physically literate students apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

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.

Standard PE 4

**Responsible Personal and Social Behavior:** Physically literate students exhibit responsible personal and social behavior that respects self and others.

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.



# EXAMPLES OF PERFORMANCE EXPECTATIONS

Standard PE 3	<b>Fitness Education:</b> 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
<b>3.1 Health-Related Fitness and Exercise.</b>	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.
<b>3.2 Skill-Related Fitness and Training</b>	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.
<b>3.3 Training Principles for Fitness and Sport</b>	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.
<b>3.4 Health-related and/or sport training fitness plan</b>	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,

Performance Expectations	Grade 3	Grade 4	Grade 5
<b>3.1 Health-Related Fitness and Exercise.</b>	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.
<b>3.2 Skill-Related Fitness and Training</b>	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.
<b>3.3 Training Principles for Fitness and Sport</b>	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.
<b>3.4 Health-related and/or sport training fitness plan</b>	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.
<b>3.5 Fitness, Sport, and Technology</b>	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.

**Early Adolescence**

**Grades 6 - 8**

<b>Performance Expectations</b>	<b>Emerging</b>	<b>Maturing</b>	<b>Applying</b>
<b>3.1 Health-Related Fitness and Exercise.</b>	<p><b>3.1.6-8a</b> - Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.</p> <p><b>3.1.6-8b</b> - Identifies and/or classifies exercises and physical activities for each health-related fitness components</p>	<p><b>3.1.6-8a</b> - 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><b>3.1.6-8b</b> - Maintains a pace while walking, jogging, or running.</p>	Creates simple exercise routines and records workout data in a simple log.
<b>3.2 Skill-Related Fitness and Training</b>	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.
<b>3.3 Training Principles for Fitness and Sport</b>	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.
<b>3.4 Health-related and/or sport training fitness plan</b>	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.
<b>3.5 Fitness, Sport, and Technology</b>	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.

Adolescence		
Grades 9- Diploma		
Performance Expectations	Level 1	Level 2
<b>3.1 Health-Related Fitness and Exercise.</b>	<p><b>3.1.9-Da</b> - 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><b>3.1.9-Db</b> - Engages in cardiorespiratory activities.</p>	<p><b>3.1.9-Da</b> - Analyzes one's personal preferences and/or choices of exercise and exercise tools for the benefits, risk, safety, accessibility, adherence, and enjoyment.</p> <p><b>3.1.9-Db</b> - Develops and maintains a fitness portfolio that includes assessments, goals, activities, and a tracking system for personal improvement.</p>
<b>3.2 Skill-Related Fitness and Training</b>	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.
<b>3.3 Training Principles for Fitness and Sport</b>	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.
<b>3.4 Health-related and/or sport training fitness plan</b>	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.
<b>3.5 Fitness, Sport, and Technology</b>	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.
<b>3.6 Physical Activity</b>	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.

# RESOURCES

- New resource documents! Terms and definitions are updated so we are all on the same page
- Created by fellow Maine educators.
- Organized by strand, standard, and performance expectation.
- Variety of options to match your teaching style and teach environment

## MAINE AHPERD



Engage • Educate • Inspire

- ★ Professional organization for Health & PE teachers as well as recreation & dance professionals
- ★ Annual conference in November
- ★ Networking & connecting
- ★ Professional development
- ★ Advocacy
- ★ And so much more!

# LESSONS FROM THE FIELD



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

Please contact Jean Zimmerman to join this effort.

These videos will be placed on the Maine DOE's YouTube Playlist. The link is located in the resource section.

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# GUIDING PRINCIPLES

**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:

- 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.



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