

HEALTH EDUCATION AND PHYSICAL EDUCATION

The Health Education and Physical Education Standards and performance indicators represent the essential knowledge and skills students need to be healthy individuals. Every day, students make decisions affecting their health and well-being: what foods to eat; what company to keep; what risks to take; what to do for exercise. These decisions often lead to habits that stay with them throughout life. The Health Education and Physical Education Standards can help students make better decisions about their health. They learn that their decisions can affect their health and set a pattern for their lives. Students learn to protect their health by acquiring good information, by seeking good advice and friendships, and by taking responsibility for their own health.

Health education gives students the knowledge and skills to thrive physically, mentally, emotionally, and socially. It contributes to students' ability to successfully practice behaviors that protect and promote health and avoid and reduce health risks. Health education helps students to determine personal values and group norms that support healthy behaviors. Through comprehensive health education, students learn basic health concepts and influences on health. They develop the skills required to adopt, practice and maintain health-enhancing and safe behaviors. These skills include: analyzing the reliability and validity of health-reporting media and resources, communicating effectively using refusal and conflict management skills and setting goals and making healthy decisions. Health education helps students to: be better consumers of information, manage stress, and make healthy decisions in the face of conflicting messages. It assists them in living healthier lives.

Physical education provides students with the skills needed to participate in a wide variety of physical activities throughout their lives and the knowledge to improve these skills that lead to an active lifestyle. It gives them building blocks for skill development, skill analysis, physical fitness, stress reduction, improved judgment and positive social skills. Students learn to assess and evaluate their own physical fitness and use the knowledge to maintain or improve their current fitness level. Students who participate in physical education on a regular basis learn the benefits of participation and value its contribution to a healthy lifestyle.

OUTLINE OF HEALTH EDUCATION AND PHYSICAL EDUCATION STANDARDS AND PERFORMANCE INDICATORS

A. Health Concepts

1. Healthy Behaviors and Personal Health
2. Dimensions of Health
3. Diseases/Other Health Problems
4. Environment and Personal Health
5. Growth and Development
6. Basic Health Concepts

B. Health Information, Services and Products

1. Validity of Resources
2. Locating Health Resources

C. Health Promotion and Risk Reduction

1. Healthy Practices and Behaviors

- 2. Avoiding/Reducing Health Risks
- 3. Self-Management

D. Influences on Health

- 1. Influences On Health Practices/Behaviors
- 2. Technology and Health
- 3. Compound Effect Of Risky Behavior

E. Communication and Advocacy Skills

- 1. Interpersonal Communication Skills
- 2. Advocacy Skills

F. Decision Making and Goal Setting Skills

- 1. Decision Making
- 2. Goal Setting
- 3. Long Term Health Plan

G. Movement/Motor Skills and Knowledge

- 1. Stability and Force
- 2. Movement Skills
- 3. Skill-Related Fitness
- 4. Practice for Skill Improvement

H. Physical Fitness Activities and Knowledge

- 1. Fitness Assessment
- 2. Fitness Plan
- 3. Fitness Activity
- 4. Physical Activity Benefits

I. Personal and Social Skills and Knowledge

- 1. Cooperative Skills
- 2. Responsible Behavior
- 3. Safety and Playing Rules

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
A1 Healthy Behaviors and Personal Health	Students recognize that healthy behaviors impact personal health.	Students explain the relationship between healthy behaviors and personal health.	Students examine the relationship between behaviors and personal health. a. Explain the importance of assuming responsibility for personal health. b. Examine the relationship between healthy and unhealthy behaviors and personal health. c. Identify the possible barriers to practicing healthy behaviors.	Students predict how behaviors can impact health status. a. Analyze individual responsibility for enhancing health. b. Predict how healthy behaviors can positively impact health status. c. Describe barriers to practicing healthy behaviors. d. Examine <i>personal susceptibility</i> to, and the <i>potential severity</i> of, injury or illness if engaging in unhealthy behaviors.
A2 Dimensions of Health	Students recognize that there are multiple <i>dimensions of health</i> .	Students identify examples of <i>physical, mental, emotional</i> , and <i>social health</i> during childhood.	Students explain the interrelationship of <i>physical, mental/intellectual, emotional</i> , and <i>social health</i> .	Students analyze the interrelationship of <i>physical, mental/intellectual, emotional</i> , and <i>social health</i> .
A3 Diseases/Other	Students describe the transmission and	Students describe ways to detect and treat common childhood	Students identify causes of common adolescent diseases and	Students explain causes of common diseases,

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
Health Problems	prevention of common childhood communicable diseases.	diseases and other health problems	other health problems and describe ways to reduce, prevent or treat them.	disorders and other common health problems and propose ways to reduce, prevent or treat them.
A4 Environment and Personal Health	Students describe ways a safe and healthy school <i>environment</i> can promote personal health.	Students describe ways a safe and healthy school and community <i>environment</i> can promote personal health.	Students determine how <i>environment</i> and other factors impact personal health. a. Analyze how <i>environment</i> impacts personal health. b. Describe how <i>family history</i> can impact personal health. c. Explain how appropriate health care can promote personal health.	Students determine the interrelationship between the <i>environment</i> and other factors and personal health. a. Analyze how environment and personal health are interrelated. b. Describe how <i>genetics</i> and <i>family history</i> can impact personal health. c. Analyze the relationship between access to health care and health status.
A5 Growth and Development	No performance indicator.	Students identify the characteristics of human growth and development.	Students describe the characteristics of adolescent human growth and development.	Students describe the characteristics of human growth and development throughout the various stages of life.

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

A6 Basic Health Concepts	Students identify basic health terms related to family life, nutrition, personal health, safety, and injury prevention, and tobacco, alcohol and other drug use prevention.	Students describe basic health concepts related to family life, nutrition, personal health, safety and injury prevention, and tobacco, alcohol and other drug use prevention.	Students explain fundamental health concepts related to family life, nutrition, personal health, safety and injury prevention, and tobacco, alcohol and other drug use prevention.	Students analyze complex health concepts related to family life, nutrition, personal health, safety and injury prevention, and tobacco, alcohol and other drug use prevention.
-----------------------------	---	---	--	--

B. Health Information, Services and Products: Students demonstrate the ability to access valid health information, products, and services to enhance health.

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
B1 Validity of Resources	Students identify trusted adults and professionals who can help promote health.	Students identify characteristics of <i>valid health information, products, and services</i> .	Students analyze the <i>validity of health information, products, and services</i> .	Students evaluate the <i>validity</i> and accessibility of <i>health information, products, and services</i> .
B2 Locating Health Resources	Students identify ways to locate school and community health helpers.	Students locate resources from home, school, and community that provide <i>valid health information</i> .	Students locate <i>valid</i> and reliable <i>health information, products, and services</i> . a. Explain situations requiring the use of <i>valid</i> and reliable <i>health information, products, and services</i> . b. Locate <i>valid</i> and reliable <i>health information, products, and services</i> .	Students access <i>valid</i> and reliable <i>health information, products, and services</i> . a. Determine when professional health services may be required. b. Access <i>valid</i> and reliable <i>health information, products, and services</i> .

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
C1 Healthy Practices and Behaviors	<p>Students demonstrate age-appropriate healthy practices to maintain or improve personal health.</p> <ul style="list-style-type: none"> a. Choose healthy foods. b. Demonstrate personal hygiene skills, including hand-washing. 	<p>Students demonstrate a variety of age-appropriate healthy practices and behaviors to maintain or improve personal health.</p> <ul style="list-style-type: none"> a. Design healthy menus. b. Demonstrate basic care of the human body. 	<p>Students demonstrate a healthy practice and behavior to maintain or improve their own health in the following areas: healthy eating, physical activity, and the prevention of the use of tobacco, alcohol and drugs.</p>	<p>Students demonstrate a variety of healthy practices and behaviors to maintain or improve the health of self and others in the following areas: healthy eating, physical activity, the prevention of the use of tobacco, alcohol and drugs, and prevention of STDs, HIV and unintended pregnancy.</p>
C2 Avoiding /Reducing Health Risks	<p>Students demonstrate behaviors to avoid or reduce health risks.</p> <ul style="list-style-type: none"> a. Demonstrate a variety of safety skills for different situations. b. Differentiate between safe and harmful substances found at home and school. c. Recognize basic signs, symbols and warning labels for 	<p>Students demonstrate a variety of behaviors to avoid or reduce health risks.</p> <ul style="list-style-type: none"> a. Demonstrate healthful and safe ways to recognize, and deal with or avoid threatening situations. b. Develop injury prevention and safety strategies for personal health. 	<p>Students demonstrate behaviors to avoid or reduce health risks to self and others.</p> <ul style="list-style-type: none"> a. Demonstrate ways to recognize and avoid or change situations that threaten the safety of self and others. b. Develop injury prevention and response strategies including first aid for personal and family health. 	<p>Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <ul style="list-style-type: none"> a. Develop ways to recognize and avoid or change situations that threaten the safety of self and others. b. Develop injury prevention strategies including first aid and response strategies for personal, family,

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

	health and safety.			and community health.
C3 Self-Management	Students demonstrate coping strategies when feeling too excited, anxious, upset, angry, or out of control.	Students demonstrate strategies to manage stress, anger, and grief.	Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management.	Students design, implement, and evaluate a plan for stress management.

D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
D1 Influences on Health Practices/ Behaviors	<p>Students identify influences on personal health practices and behaviors.</p> <ul style="list-style-type: none"> a. Identify family influences on personal health practices and behaviors. b. Identify what the school can do to support personal health practices and behaviors. c. Describe how the media can influence health behaviors. 	<p>Students describe how a variety of factors influence personal health behaviors.</p> <ul style="list-style-type: none"> a. Describe how family, school and community influence and support personal health practices and behaviors. b. Identify how peers and <i>culture</i> can influence health practices and behaviors. c. Explain how media influences thoughts, feelings, and health behaviors. 	<p>Students analyze the influences on adolescent health behaviors.</p> <ul style="list-style-type: none"> a. Examine how the family, school and community influence the health behaviors of adolescents. b. Describe how peers influence healthy and unhealthy behaviors. c. Analyze how messages from media influence health behaviors. d. Explain how the <i>perceptions of norms</i> influence healthy and unhealthy behaviors. e. Explain how <i>culture</i> and personal values and beliefs influence individual health behaviors. 	<p>Students analyze the influences on health and health behaviors.</p> <ul style="list-style-type: none"> a. Analyze how family, school and community influence the health of individuals. b. Analyze how peers influence healthy and unhealthy behaviors. c. Evaluate the effect of the media on personal and family health. d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

				<ul style="list-style-type: none"> e. Analyze how <i>culture</i> and personal values and beliefs influence individual health behaviors. f. Investigate how public health policies and government regulations can influence health promotion and disease prevention.
D2 Technology and Health	No performance indicator.	Students describe ways technology can influence personal health.	Students analyze the influence of technology on personal and family health.	Students evaluate the impact of technology on personal, family, and community health.
D3 Compound Effect of Risky Behavior	No performance indicators	No performance indicator.	<p>Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <ul style="list-style-type: none"> a. Describe how <i>gateway drugs</i> can lead to the use of other drugs. b. Describe the influence of alcohol and other drug use on judgment and self control. 	<p>Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <ul style="list-style-type: none"> a. Analyze the influence of alcohol use on individual and group behavior. b. Analyze the influence of drug use on individual and group behavior.

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

E. Communication and Advocacy Skills: Students demonstrate the ability to use communication skills to enhance and advocate for personal, family, and community health.

	PK-2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
E1 Interpersonal Communication Skills	<p>Students demonstrate healthy ways to communicate.</p> <ul style="list-style-type: none"> a. Demonstrate healthy ways to express needs, wants, and feelings. b. Distinguish between verbal and nonverbal communication. c. Make requests to promote personal health. d. Demonstrate listening skills to enhance health. e. Demonstrate ways to respond to an unwanted, threatening, or dangerous situation including telling a trusted adult if threatened or harmed. 	<p>Students demonstrate effective verbal and nonverbal <i>interpersonal communication</i> skills to enhance health.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate listening skills to enhance health. b. Demonstrate effective verbal and non-verbal communication skills, including assertiveness skills, to enhance health. c. Demonstrate how to ask for assistance to enhance personal health. d. Demonstrate refusal skills to avoid or reduce health risks. e. Demonstrate non-violent strategies to manage or resolve conflict. 	<p>Students apply effective verbal and nonverbal <i>interpersonal communication</i> skills to enhance health.</p> <ul style="list-style-type: none"> a. Demonstrate communication skills to build and maintain healthy relationships. b. Demonstrate effective communication skills, including how to ask for assistance to enhance the health of self and others. c. Demonstrate refusal and negotiation skills to avoid or reduce health risks. d. Demonstrate effective conflict management or resolution strategies. 	<p>Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <ul style="list-style-type: none"> a. Demonstrate effective communication skills, including how to ask for and offer assistance to enhance the health of self and others. b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks. c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
E2 Advocacy Skills	Students encourage peers to make positive health choices.	<p>Students encourage others to make positive health choices.</p> <p>a. Express opinions and give accurate information about health issues.</p>	<p>Students describe ways to influence and support others in making positive health choices.</p> <p>a. State a health enhancing position on a topic and support it with information.</p> <p>b. Design health-enhancing messages using communication techniques that target a specific audience.</p> <p>c. Work cooperatively as an advocate for healthy individuals, families and schools.</p>	<p>Students demonstrate ways to influence and support others in making positive health choices.</p> <p>a. Utilize accurate peer and societal norms to formulate a health-enhancing message.</p> <p>b. Adapt health messages and communication techniques for different audiences.</p> <p>c. Work cooperatively as an advocate for improving personal, family, and community health.</p>

F. Decision Making and Goal Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

	<i>PK – 2 PERFORMANCE INDICATOR</i>	<i>3-5 PERFORMANCE INDICATOR</i>	<i>6-8 PERFORMANCE INDICATOR</i>	<i>9-Diploma PERFORMANCE INDICATOR</i>
F1 Decision Making	<p>Students identify situations where a health-related decision is needed.</p> <p>a. Differentiate between two situations to explain when health-related decisions can appropriately be made by the individual and when assistance is needed.</p>	<p>Students apply decision making steps to enhance health.</p> <p>a. Identify health-related situations that might require a particularly thoughtful decision.</p> <p>b. List healthy options to health-related issues or problems.</p> <p>c. Predict the potential outcomes of each option when making a health-related decision.</p> <p>d. Choose a healthy option when making a decision.</p> <p>e. Describe the outcomes of a health-related decision.</p>	<p>Students apply decision making skills to enhance health.</p> <p>a. Determine when health-related situations require the application of a thoughtful decision making process.</p> <p>b. Distinguish when individual or collaborative <i>decision making</i> is appropriate.</p> <p>c. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>d. Predict the potential short-term impact of alternative decisions for themselves and others.</p> <p>e. Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>f. Analyze the outcomes of a health-related decision.</p>	<p>Students apply a decision making process to enhance health.</p> <p>a. Compare the value of thoughtful <i>decision making</i> to quick <i>decision making</i> in health related situation.</p> <p>b. Justify when individual or collaborative <i>decision making</i> is appropriate.</p> <p>c. Generate alternative approaches to situations involving health-related decisions.</p> <p>d. Predict the potential short and long-term impact for and others for each alternative.</p> <p>e. Defend the healthy choice when making a decision.</p> <p>f. Evaluate the effectiveness of a health-related decision.</p>

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

	PK – 2 <i>PERFORMANCE INDICATORS</i>	3 – 5 <i>PERFORMANCE INDICATORS</i>	6 – 8 <i>PERFORMANCE INDICATORS</i>	9 – Diploma <i>PERFORMANCE INDICATORS</i>
F2 Goal Setting	Students identify a short-term personal health goal and take action toward achieving the goal.	Students utilize <i>goal setting</i> skills to implement a short-term personal health goal. <ul style="list-style-type: none"> a. Set a short-term health goal. b. Identify resources to assist in achieving a personal health goal. c. Track progress toward achieving the goal. 	Students develop and apply strategies and skills to attain a short-term personal health goal. <ul style="list-style-type: none"> a. Assess personal health practices. b. Develop a short-term goal to adopt, maintain, or improve a personal health practice. c. Develop and apply strategies to attain the goal. d. Monitor progress toward the goal. e. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. 	Students develop and analyze a plan to attain a personal health goal. <ul style="list-style-type: none"> a. Assess personal health practices and overall health status. b. Develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks. c. Implement strategies and monitor progress in achieving a personal health goal.
F3 Long Term Health Plan	No performance indicator.	No performance indicator.	No performance indicator.	Students formulate an effective long-term personal health plan.

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

G. Movement/Motor Skills and Knowledge: Students demonstrate the fundamental and *specialized movement skills* and apply movement principles for continued improvement.

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
<p>G1 Stability and Force</p> <p><i>Future Link to Effective instruction to develop these performance indicators.</i></p>	<p>Students demonstrate positions to create stability and force.</p> <ul style="list-style-type: none"> a. Show how base of support changes during static balances. b. Demonstrate how push and pull affect balance. 	<p>Students demonstrate a variety of movements that apply stability and force.</p> <ul style="list-style-type: none"> a. Demonstrate movements that change the center and line of gravity during dynamic balances. b. Show how increasing speed and mass can change the force on an object. c. Demonstrate how body position can change to absorb force. 	<p>Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p> <ul style="list-style-type: none"> a. Demonstrate the principle of opposition. b. Demonstrate how the point of contact changes the path of an object. c. Demonstrate how the point of release changes the path of an object. 	<p>Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.</p> <ul style="list-style-type: none"> a. Demonstrate how spin and rebound affect the motion of an object. b. Use the principle of opposition, and point of contact, and point of release to change the path of an object during a game/physical activity. c. Change movements to accommodate external forces that influence performance.

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
<p>G2 Movement Skills</p> <p><i>Future Link regarding the use and instruction of non-locomotor skills and manipulatives</i></p>	<p>Students demonstrate a variety of <i>locomotor skills</i>.</p> <ul style="list-style-type: none"> a. Demonstrate correct technique for a variety of <i>locomotor skills</i>. b. Demonstrate a <i>locomotor skill</i> using change in direction, level, and pathway. c. Demonstrate combinations of <i>locomotor skills</i>. 	<p>Students demonstrate a variety of <i>locomotor skills</i> and <i>manipulative skills</i>.</p> <ul style="list-style-type: none"> a. Demonstrate correct technique for a variety of <i>manipulative skills</i>. b. Demonstrate combinations of <i>locomotor skills</i> with <i>manipulative skills</i> using change in direction, level, or pathway. 	<p>Students demonstrate <i>motor skills</i> and <i>manipulative skills</i> during drills or modified games/physical activities.</p> <ul style="list-style-type: none"> a. Demonstrate the correct technique for <i>motor skills</i> and <i>manipulative skills</i> during drills or modified games/physical activities. b. Combine <i>manipulative skills</i> with <i>motor skills</i> during drills or modified games/physical activities. 	<p>Students demonstrate a variety of <i>specialized movement skills</i> specific to a game/physical activity while participating in a game/physical activity.</p>
G3 Skill-Related Fitness	Students identify the skill-related fitness components of balance and coordination.	Students identify the skill-related fitness components of balance, agility, speed, and coordination.	Students describe the following skill-related fitness components of balance, agility, speed, and coordination, and power.	Students explain the relationship of skill-related fitness to <i>specialized movement skills</i> .
G4 Practice for Skill Improvement	<p>No performance indicator.</p> <p>Although no performance indicators are stated students are expected to have instructional experiences that help them to understand the importance of practice.</p>	Students describe why practice is important to skill improvement.	Students explain how specific, positive, and correct feedback affects skill improvement.	Students design appropriate practice sessions, utilizing fundamental movement skills to improve performance.

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

H. Physical Fitness Activities and Knowledge: Students demonstrate and apply *health-related fitness concepts*.

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
H1 Fitness Assessment	No performance indicators.	Students participate in <i>health-related fitness assessments</i> and reassess to observe changes.	Students conduct a <i>health-related fitness assessment</i> and use the information to establish personal fitness goals.	Students conduct a <i>health-related fitness assessment</i> to analyze personal fitness, establish personal fitness goals, and reassess their fitness over time.
H2 Fitness Plan	Students identify components of health-related fitness.	Students describe and give examples of the five <i>health-related fitness components</i> .	Students design a fitness program from established goals which addresses the five <i>health-related fitness components</i> and applies the frequency, intensity, time and type (<i>FITT principle</i>).	Students design and critique a personal fitness plan from established goals that applies the five <i>health-related fitness components</i> and the <i>principles of training</i> related to specificity, overload, and progression.
H3 Fitness Activity <i>Future Link to the importance of accurate performance</i>	Students participate in activities to introduce the <i>health-related fitness components</i> of <i>flexibility, cardiovascular endurance, muscular endurance, and muscular strength</i> .	Students participate in activities that address each of the five <i>health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition</i> .	Students participate in activities that address their personal fitness goals for each of the five <i>health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition</i> .	Students select and participate in activities that address their personal fitness plans that apply to the five <i>health-related fitness components</i> .
H4 Physical Activity Benefits	Students identify the physical benefits and body responses related to physical activities.	Students identify physical and mental benefits and body responses related to regular participation in physical activity.	Students describe physical, mental/intellectual, emotional and social benefits and physiological responses related to regular participation in physical activity.	Students explain the interrelationship of physical, mental/intellectual, emotional, and social benefits and physiological

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

				responses related to regular participation in physical activity.
--	--	--	--	--

I. Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal and social behavior in physical activity settings.

	PK - 2 <i>PERFORMANCE INDICATOR</i>	3 - 5 <i>PERFORMANCE INDICATOR</i>	6 - 8 <i>PERFORMANCE INDICATOR</i>	9 - Diploma <i>PERFORMANCE INDICATOR</i>
I1 Cooperative Skills	Students demonstrate taking turns and sharing while participating in physical activities.	Students demonstrate cooperative skills while participating in physical activities. a. Demonstrate active listening. b. Get along with others. c. Accept responsibility for personal behavior.	Students demonstrate cooperative and inclusive skills while participating in physical activities. a. Work together as a team. b. Respond appropriately to peer pressure. c. Manage conflict d. Invite differently abled youngsters to participate.	Students demonstrate collaborative skills while participating in physical activities. a. Accept constructive feedback. b. Give constructive feedback. c. Include differently abled youngsters.
I2 Responsible Behavior	Students follow procedures for safe behaviors while participating in physical activities.	Students demonstrate safe behaviors and proper equipment use while participating in physical activities.	Students demonstrate responsible personal behaviors while participating in physical activities.	Students demonstrate responsible and ethical behavior while participating in physical activities.
I3 Safety and Playing Rules	Students identify safety and playing rules for games/physical activities.	Students describe safety and playing rules for games/physical activities.	Students describe game/physical activity rules and safety rules, and their purposes. a. Explain the purposes for modifying playing rules in	Students predict how rules/etiquette improves games/activities. a. Explain how rules and etiquette

			<p>specified situations.</p> <p>b. Explain the safety rules and possible risks associated with specific games/physical activities.</p>	<p>contribute to productive participation.</p> <p>b. Predict how modifications to the environment can impact safety during games/physical activities.</p>
--	--	--	--	---