

# Health Education and Physical Education Sample Graduation Standards and Performance Indicators

These standards and performance indicators were developed with guidance from the Maine Learning Results: Parameters for Essential Instruction (MLR, 2007).

## Health Education Graduation Standard 1

### HEALTH CONCEPTS

Students comprehend concepts related to health promotion and disease prevention to enhance health. (MLR A)

#### Fifth-Grade Performance Indicators

- A. Explain the relationship between healthy behaviors and personal health. (MLR A1)
- B. Identify examples of physical, mental, emotional and social health during childhood. (MLR A2)
- C. Describe ways to detect and treat common childhood diseases and other health problems. (MLR A3)
- D. Describe ways a safe and healthy school and community environment can promote health. (MLR A4)
- E. Identify the general characteristics of human growth and development. (MLR A5)
- F. Define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention. (MLR A6)

#### Eighth-Grade Performance Indicators

- A. Examine the relationship between behaviors and personal health including personal responsibility for healthy and unhealthy behaviors and the barriers to practicing personal health. (MLR A1)
- B. Explain the interrelationships of physical, mental/intellectual, emotional and social health. (MLR A2)
- C. Identify causes of common adolescent diseases and other health problems and describe ways to reduce, prevent, or treat them. (MLR A3)
- D. Analyze and describe how the environment and family history can impact personal health and explain how appropriate health care promotes personal health. (MLR A4)
- E. Describe the specific characteristics of adolescent growth and development. (MLR A5)
- F. Explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention. (MLR A6)

#### High School Performance Indicators

- A. Predict how behaviors impact health status by analyzing individual responsibility for one's health, barriers to healthy behaviors, personal susceptibility and potential severity of injury and illness when practicing unhealthy behaviors. (MLR A1)
- B. Analyze the interrelationships of physical, mental/intellectual, emotional and social health. (MLR A2)
- C. Explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent or treat them. (MLR A3)
- D. Analyze and describe how the environment, genetics, family history, and access to health care, are interrelated and can impact personal health. (MLR A4)
- E. Describe the characteristics of human growth and development through the various stages of life. (MLR A5)
- F. Analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention. (MLR A6)

## Health Education Graduation Standard 2

### HEALTH INFORMATION, PRODUCTS, AND SERVICES

Demonstrate the ability to access valid health information, services and products to enhance health. (MLR B)

#### Fifth-Grade Performance Indicators

- A. Identify characteristics of valid health information, products and services. (MLR B1)
- B. Locate resources from home, school and community that provide health information. (MLR B2)

#### Eighth-Grade Performance Indicators

- A. Analyze the validity of health information, products and services. (MLR B1)
- B. Explain situations requiring the use of valid and reliable health information, products and services and locate them. (MLR B2)

#### High School Performance Indicators

- A. Evaluate and validity and accessibility of health information, products and services. (MLR B1)
- B. Determine when professional health services may be required and access valid and reliable health information, products and services. (MLR B2)

## Health Education Graduation Standard 3

### HEALTH PROMOTION AND RISK REDUCTION

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (MLR C)

#### Fifth-Grade Performance Indicators

- A. Demonstrate age appropriate healthy practices/behaviors to maintain or improve personal health such as menu planning and basic care of the human body. (MLR C1)
- B. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations and develop injury prevention and safety strategies for personal health. (MLR C2)
- C. Demonstrate strategies that can be used to manage stress, anger or grief. (MLR C3)

#### Eighth-Grade Performance Indicators

- A. Demonstrate a healthy practice/behavior to maintain or improve one's own health in each of the following areas: personal hygiene; healthy eating; physical activity; and tobacco, alcohol and other drug use prevention. (MLR C1)
- B. Demonstrate ways to recognize, avoid or change situations that threaten the safety of self and others and develop injury prevention and safety strategies including first aid for family and personal health. (MLR C2)
- C. Distinguish between healthy and unhealthy strategies for stress, anger and grief management. (MLR C3)

#### High School Performance Indicators

- A. Demonstrate healthy practices/behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy. (MLR C1)
- B. Demonstrate a variety of behaviors to avoid or reduce health risks to self and others including first aid for personal, family and community health. (MLR C2)
- C. Design, implement and evaluate a plan for stress management. (MLR C3)

## Health Education Graduation Standard 4

### INFLUENCES ON HEALTH

Analyze the ability of family, peers, culture, media, technology and other factors to enhance health. (MLR D)

#### Fifth-Grade Performance Indicators

- A. Describe how a variety of factors can support and influence personal health practices and behaviors, and how the media especially influences our thoughts, feelings and health behaviors. (MLR D1)
- B. Describe ways in which technology can influence personal health. (MLR D2)

#### Eighth-Grade Performance Indicators

- A. Explain and analyze how multiple factors influence adolescent health behaviors emphasizing how the perceptions of norms, culture, personal values and beliefs influence healthy and unhealthy behaviors. (MLR D1)
- B. Analyze the influence of technology, including medical technology, on personal and family health. (MLR D2)
- C. Describe how some health-risk behaviors, such as the use of gateway drugs, can influence the likelihood of engaging in unhealthy behaviors and how the use of drugs and alcohol can adversely influence judgment and self-control. (MLR D3)

#### High School Performance Indicators

- A. Analyze and evaluate how multiple factors such as norms, culture and values influence health and health behaviors and investigate how public health policies and government regulations can influence health promotion and disease prevention. (MLR D1)
- B. Evaluate the impact of technology, including medical technology, on personal, family, and community health. (MLR D2)
- C. Analyze how some health risk behaviors, can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use. (MLR D3)

## Health Education Graduation Standard 5

### ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS

Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health. (MLR E, F)

#### Fifth-Grade Performance Indicators

- A. Demonstrate the following effective verbal and nonverbal communication skills to enhance health, including listening skills; assertiveness skills; asking for assistance; refusal skills to avoid or reduce health risks; and non-violent strategies to manage or resolve conflict. (MLR E1)
- B. Encourage others to make positive health choices by expressing opinions and giving accurate information about health issues. (MLR E2)
- C. Apply the following decision-making steps to enhance health: Identify a health-related situation requiring a thoughtful decision; list healthy options and predict the potential outcomes of each option; choose a healthy option; and describe the outcome of the decision. (MLR F1)
- D. Utilize the following goal-setting skills to implement a short-term personal health goal: set a short-term health goal; identify resources to assist in achieving; and track progress toward achievement. (MLR F2)

#### Eighth-Grade Performance Indicators

- A. Apply the following effective verbal and nonverbal communication skills to enhance health: communication skills to build and maintain healthy relationships; asking for assistance to enhance the health of self and others; refusal and negotiation skills to avoid or reduce health risks; conflict management or conflict resolution strategies. (MLR E1)
- B. Describe and develop the following ways to influence and support others to make positive health choices: health enhancing position on a health topic and the information to support it; health enhancing messages that target specific audiences; and work cooperatively to advocate for healthy individuals, families and schools. (MLR E2)
- C. Apply the following decision-making skills to enhance health: determine when health-related situation requires a thoughtful decision-making process; determine when individual or collaborative decision-making is appropriate; distinguish between healthy or unhealthy alternatives and predict the potential short-term impact on themselves or others; choose healthy alternatives; and analyze the outcome of their health-related decision. (MLR F1)
- D. Develop and apply the following strategies to attain a short-term personal health goal: assess personal health practices; develop a short-term goal to adopt, maintain or improve a personal health practice; utilize strategies to monitor progress towards the goal; and describe how personal health goals can vary with changing abilities, priorities and responsibilities. (MLR F2)

#### High School Performance Indicators

- A. Utilize effective communication skills with family, peers and others to enhance health in the following ways: asking for and offering assistance to enhance the health of self and others; refusal, negotiation and collaboration skills to avoid and reduce health risks; and strategies for prevention, management and resolution of interpersonal conflicts without harm to self or others. (MLR E1)
- B. Demonstrate the following ways to influence and support others to make positive health choices: formulate health messages utilizing accurate peer and societal norms; adapt health messages and communication techniques to different audiences; and work cooperatively as an advocate for personal, family and community health. (MLR E2)
- C. Apply the following decision-making process to enhance health: compare the value of thoughtful decision-making to quick decision-making in a health-related situation; justify when that decision should be individual or collaborative; generate alternative approaches and predict the potential short and long-term impact for themselves and others with each alternative; defend the healthy choice; and evaluate the effectiveness of the healthy decision. (MLR F1)
- D. Develop and analyze a plan to attain a personal health goal in the following ways: assess personal health practices and overall health status; select a personal health goal that addresses strengths, needs and risks; implement strategies and analyze progress towards achieving the goal. (MLR F2)
- E. Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies. (MLR F3)

# Physical Education Graduation Standard 1

## MOVEMENT/MOTOR SKILLS AND KNOWLEDGE

Demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance. (MLR G)

### Fifth-Grade Performance Indicators

- A. Demonstrate the following movements: those that change the center of gravity and line of gravity during dynamic balance; those that show how increasing speed and mass can change the force of an object; those that show how changing body position absorbs force and decreases the risk of injury. (MLR G1)
- B. Demonstrate the correct technique for manipulative skills as well as the combination of manipulative and locomotor skills to change direction, level or pathway. (MLR G2)
- C. Identify the skill-related fitness components of balance, coordination, agility and speed. (MLR G3)
- D. Describe why practice is important to skill improvement. (MLR G4)

### Eighth-Grade Performance Indicators

- A. Apply the following principles of stability and force to change their motion and the motion of objects during skill practice: principle of opposition; how the point of contact and the point of release changes an object's path; lifts and actions that decrease the risk of injury. (MLR G1)
- B. Demonstrate correct technique for motor and manipulative skills and combine both skills during drills or modified games/physical activities. (MLR G2)
- C. Describe the following skill-related fitness components: balance, coordination, agility and speed. (MLR G3)
- D. Explain how specific, positive and correct feedback affect skill performance. (MLR G4)

### High School Performance Indicators

- A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury. (MLR G1)
- B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. (MLR G2)
- C. Explain the relationship of fitness skill components to specialized movement skills. (MLR G3)
- D. Design appropriate practice sessions, utilizing fundamental movement skills to improve performance. (MLR G4)

## Physical Education Graduation Standard 2

### PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE

Demonstrate and apply fitness concepts. (MLR H)

#### Fifth-Grade Performance Indicators

- A. Participate in multiple health-related fitness assessments, including cardiovascular fitness, and reassess to observe changes over time. (MLR H1)
- B. Describe and give examples of the five health-related fitness components. (MLR H2)
- C. Participate in physical activities that address each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition. (MLR H3)
- D. Identify physical and mental benefits and bodily responses related to regular participation in physical activity. (MLR H4)

#### Eighth-Grade Performance Indicators

- A. Participate in a health-related fitness assessment that addresses a variety of health-related fitness components to establish personal fitness goals. (MLR H1)
- B. Design a fitness program from established goals which address the five health-related fitness components and applies the frequency, intensity, time and type (FITT) guidelines. (MLR H2)
- C. Participate in physical activities that address personal fitness goals for the five health-related fitness components. (MLR H3)
- D. Describe physiological responses and physical, mental/intellectual, emotional and social benefits related to regular participation in physical activity. (MLR H4)

#### High School Performance Indicators

- A. Participate in a health-related fitness assessment to establish personal fitness goals and reassess their fitness over time. (MLR H1)
- B. Design and critique a personal fitness plan, from established goals, that applies the five fitness components and the principles of training (specificity, overload, and progression). (MLR H2)
- C. Select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components. (MLR H3)
- D. Explain the interrelationship of physiological responses and physical, mental/intellectual, emotional and social benefits related to regular participation in physical activity. (MLR H4)

## Physical Education Graduation Standard 3

### PERSONAL AND SOCIAL SKILLS AND KNOWLEDGE

Demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings. (MLR 1)

#### Fifth-Grade Performance Indicators

- A. Demonstrate the following cooperative skills while participating in physical activities: active listening; getting along with others; accepting responsibility for personal behavior. (MLR 11)
- B. Demonstrate safe behaviors and appropriate equipment use while participating in physical activities. (MLR 12)
- C. Describe safety rules and rules of play for games/physical activities. (MLR 13)

#### Eighth-Grade Performance Indicators

- A. Demonstrate the following cooperative and inclusive skills while participating in physical activities: teamwork; appropriate response to peer pressure; managing conflict; respectful engagement of peers in activities. (MLR 11)
- B. Demonstrate responsible personal behaviors while participating in physical activities. (MLR 12)
- C. Describe game/physical activity rules and safety rules and their purposes, reasons for modifying those rules, and possible risks associated with specific games/physical activities. (MLR 13)

#### High School Performance Indicators

- A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities. (MLR 11)
- B. Demonstrate responsible and ethical personal behavior while participating in physical activities. (MLR 12)
- C. Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environmental modifications can impact safety. (MLR 13)