

Introduction: 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.(Maine DOE)

In RSU 23, we offer health classes to our students in grades 3-12. Topics may include in the grades 3-5 span: Nutrition, Personal Safety, Body Systems, Hygiene, Fitness, Infections/Diseases/Conditions, Emotional Health and Bullying, Tobacco; In Grade 5 the Maine DOE approved” Puberty Happens” curriculum is delivered. In the grades 6-8 span: Substance Abuse Prevention, Nutrition, Obesity and Diabetes, Exercise and Fitness, Communication and Self-Advocacy, Health Literacy, Healthy Relationships. Grade 8 only- Maine Youth Suicide Prevention Program using Lifelines curriculum. At the high school level: Substance Abuse Prevention, Nutrition(obesity, diabetes, eating disorders), Mental Health Awareness, Reproduction and STI awareness, CPR, Communication, Advocacy, and Refusal Skills.

K Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate correct technique for a variety of locomotor skills. <input type="checkbox"/> I can demonstrate a locomotor skill by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can demonstrate combinations of locomotor skills. <input type="checkbox"/> I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate taking turns and sharing while participating in physical activities <input type="checkbox"/> I exhibit responsible personal and social behavior that

		<p>respects myself and others.</p> <ul style="list-style-type: none">❑ I can follow procedures for safe behaviors, including maintaining appropriate physical space, while participating in physical activities❑ I can identify safety rules and rule of play for games/physical activities
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Grade 1 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate correct technique for a variety of locomotor skills. <input type="checkbox"/> I can demonstrate a locomotor skill by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can demonstrate combinations of locomotor skills.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Fitness Activity 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate taking turns and sharing while participating in physical activities <input type="checkbox"/> I exhibit responsible personal and social behavior that respects myself and others. <input type="checkbox"/> I can follow procedures for safe behaviors, including maintaining appropriate physical space, while participating in physical activities <input type="checkbox"/> I can identify safety rules and rule of play for games/physical activities

Grade 2 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate correct technique for a variety of locomotor skills. <input type="checkbox"/> I can demonstrate a locomotor skill by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can demonstrate combinations of locomotor skills.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Skill Improvement ❖ Health-Related Fitness Plan 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits ❖ Cooperative Skills ❖ Responsible Behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate taking turns and sharing while participating in physical activities <input type="checkbox"/> I exhibit responsible personal and social behavior that respects myself and others. <input type="checkbox"/> I can follow procedures for safe behaviors, including maintaining appropriate physical space, while participating in physical activities <input type="checkbox"/> I can identify safety rules and rule of play for games/physical activities

Grade 3 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components ❖ Skill Improvement 	<ul style="list-style-type: none"> ❑ I can demonstrate correct technique for a variety of manipulative skills ❑ I can demonstrate a locomotor skill and manipulative skills in combination by applying changes in direction, level, and/or pathway. ❑ I can identify and demonstrate the skill related fitness components of balance, coordination, agility and speed.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Fitness Activity ❖ Health Related Fitness Plan 	<ul style="list-style-type: none"> ❑ I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance. ❑ I can participate, describe, and give examples of the five health-related fitness components, including flexibility, cardiovascular endurance, muscular endurance, muscular strength and body composition
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> ❑ I can identify physical and mental benefits and bodily responses related to regular participation in physical activity ❑ I can demonstrate active listening, working with my peers, and accepting responsibility for my personal behavior. ❑ I can demonstrate cooperative skills while participating in physical activities ❑ I can demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings. ❑ I show responsible personal and social behavior that is respectful to myself and others. ❑ I am self-directed, helpful to others and appropriately participate with enthusiasm, alone and with others ❑ I can exhibit etiquette and adherence to rules in a

		<p>variety of physical activities. I can work safely with peers and equipment in physical activity settings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate safe behaviors and appropriate equipment use while participating in physical activities <input type="checkbox"/> I can describe safety rules/rules of play for games/physical activity
Health Concepts	<ul style="list-style-type: none"> ❖ Health Behaviors and Personal Health ❖ Dimensions of Health ❖ 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain the relationship between healthy behaviors and personal health. <input type="checkbox"/> I can identify examples of physical, mental, emotional, and social health during childhood.
Health Information, Products and Services	<ul style="list-style-type: none"> ❖ Validity of Resources 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify characteristics of valid health information, products, and services.
Health Promotion and Risk Reduction	<ul style="list-style-type: none"> ❖ Healthy Practices and Behaviors 	<ul style="list-style-type: none"> <input type="checkbox"/> I can design healthy menus and demonstrate basic care of the human body.
Influences on Health	<ul style="list-style-type: none"> ❖ Influences on Health Practices/Behaviors 	<ul style="list-style-type: none"> <input type="checkbox"/> I can describe how family, school, and community influence and support personal health practices and behaviors
Decision Making and Goal Setting Skills	<ul style="list-style-type: none"> ❖ Decision-Making ❖ Goal-Setting 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply decision-making steps to enhance health <input type="checkbox"/> I can Set a short-term personal health goal and identify resources to assist in achieving the health goal

Grade 4 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components ❖ Skill Improvement 	<ul style="list-style-type: none"> ❑ I can demonstrate correct technique for a variety of manipulative skills ❑ I can demonstrate a locomotor skill and manipulative skills in combination by applying changes in direction, level, and/or pathway. ❑ I can identify and demonstrate the skill related fitness components of balance, coordination, agility and speed.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Fitness Activity ❖ Health Related Fitness Plan 	<ul style="list-style-type: none"> ❑ I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance. ❑ I can participate, describe, and give examples of the five health-related fitness components, including flexibility, cardiovascular endurance, muscular endurance, muscular strength and body composition
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> ❑ I can identify physical and mental benefits and bodily responses related to regular participation in physical activity ❑ I can demonstrate active listening, working with my peers, and accepting responsibility for my personal behavior. ❑ I can demonstrate cooperative skills while participating in physical activities ❑ I can demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings. ❑ I show responsible personal and social behavior that is respectful to myself and others. ❑ I am self-directed, helpful to others and appropriately participate with enthusiasm, alone and with others ❑ I can exhibit etiquette and adherence to rules in a

		<p>variety of physical activities. I can work safely with peers and equipment in physical activity settings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate safe behaviors and appropriate equipment use while participating in physical activities <input type="checkbox"/> I can describe safety rules/rules of play for games/physical activity
Health Concepts	<ul style="list-style-type: none"> ❖ Health Behaviors and Personal Health ❖ Dimensions of Health ❖ Basic Health Concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain the relationship between healthy behaviors and personal health. <input type="checkbox"/> I can identify examples of physical, mental, emotional, and social health during childhood. <input type="checkbox"/> I can explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
Health Promotion and Risk Reduction	<ul style="list-style-type: none"> ❖ Healthy Practices and Behaviors ❖ Avoiding/Reducing Health Risks 	<ul style="list-style-type: none"> <input type="checkbox"/> I can design healthy menus and demonstrate basic care of the human body. <input type="checkbox"/> I can demonstrate a variety of behaviors to avoid or reduce personal health risks
Influences on Health	<ul style="list-style-type: none"> ❖ Influences on Health Practices/Behaviors 	<ul style="list-style-type: none"> <input type="checkbox"/> I can describe ways technology can influence personal health
Communication and Advocacy Skills	<ul style="list-style-type: none"> ❖ Advocacy Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> I can encourage others to make positive health choices.
Decision Making and Goal Setting Skills	<ul style="list-style-type: none"> ❖ Decision-Making ❖ Goal-Setting 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply decision-making steps to enhance health <input type="checkbox"/> I can Set a short-term personal health goal and identify resources to assist in achieving the health goal

Grade 5 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components ❖ Skill Improvement 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate correct technique for a variety of manipulative skills <input type="checkbox"/> I can demonstrate a locomotor skill and manipulative skills in combination by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can identify and demonstrate the skill related fitness components of balance, coordination, agility and speed.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Fitness Activity ❖ Health Related Fitness Plan 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance. <input type="checkbox"/> I can participate, describe, and give examples of the five health-related fitness components, including flexibility, cardiovascular endurance, muscular endurance, muscular strength and body composition
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify physical and mental benefits and bodily responses related to regular participation in physical activity <input type="checkbox"/> I can demonstrate active listening, working with my peers, and accepting responsibility for my personal behavior. <input type="checkbox"/> I can demonstrate cooperative skills while participating in physical activities <input type="checkbox"/> I can demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings. <input type="checkbox"/> I show responsible personal and social behavior that is respectful to myself and others. <input type="checkbox"/> I am self-directed, helpful to others and appropriately participate with enthusiasm, alone and with others <input type="checkbox"/> I can exhibit etiquette and adherence to rules in a

		<p>variety of physical activities. I can work safely with peers and equipment in physical activity settings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate safe behaviors and appropriate equipment use while participating in physical activities <input type="checkbox"/> I can describe safety rules/rules of play for games/physical activity
Health Concepts	<ul style="list-style-type: none"> ❖ Health Behaviors and Personal Health ❖ Dimensions of Health 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain the relationship between healthy behaviors and personal health. <input type="checkbox"/> I can identify examples of physical, mental, emotional, and social health during childhood.
Health Information, Products and Services	<ul style="list-style-type: none"> ❖ Validity of Resources 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify characteristics of valid health information, products, and services.
Health Promotion and Risk Reduction	<ul style="list-style-type: none"> ❖ Healthy Practices and Behaviors 	<ul style="list-style-type: none"> <input type="checkbox"/> I can Design healthy menus and demonstrate basic care of the human body.
Influences on Health	<ul style="list-style-type: none"> ❖ Influences on Health Practices/Behaviors 	<ul style="list-style-type: none"> <input type="checkbox"/> I can describe how family, school, and community influence and support personal health practices and behaviors
Decision Making and Goal Setting Skills	<ul style="list-style-type: none"> ❖ Decision-Making ❖ Goal-Setting 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply decision-making steps to enhance health <input type="checkbox"/> I can set a short-term personal health goal and identify resources to assist in achieving the health goal

Grade 6-8 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Health Concepts	<ul style="list-style-type: none"> ❖ Health concepts, behaviors and personal health ❖ Dimensions of Health ❖ Health Conditions ❖ Environment and Personal Health 	<ul style="list-style-type: none"> <input type="checkbox"/> I can 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 <input type="checkbox"/> I can analyze the impact of current health issues on the dimensions of health including physical, mental, social and emotional <input type="checkbox"/> I can analyze causes of health conditions and ways to reduce, prevent, treat and/or manage them <input type="checkbox"/> I can analyze how one's environment and other factors impact personal health
Health Information, Products and Services	<ul style="list-style-type: none"> ❖ Analyze the reliability of health information, products and services ❖ Locate reliable health information products and services 	<ul style="list-style-type: none"> <input type="checkbox"/> I can analyze the reliability of health information <input type="checkbox"/> I can analyze the reliability of health products <input type="checkbox"/> I can analyze the reliability of health services <input type="checkbox"/> I can locate reliable health information <input type="checkbox"/> I can locate reliable health products <input type="checkbox"/> I can locate reliable health services
Health Promotion and Risk Reduction	<ul style="list-style-type: none"> ❖ Health Enhancing behaviors and self-management ❖ Avoiding/Reducing Health Risks 	<ul style="list-style-type: none"> <input type="checkbox"/> I can analyze the role of individual responsibility for enhancing my health <input type="checkbox"/> I can evaluate health-enhancing behaviors to improve and maintain the health of myself and others, including self-management skills <input type="checkbox"/> I can assess health enhancing behaviors to avoid or reduce health risks to self and others
Influences on Health	<ul style="list-style-type: none"> ❖ Influences on Health Behaviors ❖ Compound of Effects of Health Behaviors 	<ul style="list-style-type: none"> <input type="checkbox"/> I can analyze positive and negative influences on adolescent health practices and behaviors including peers, family, media, culture community technology and social platforms <input type="checkbox"/> I can examine how health enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors

Communication and Advocacy Skills	<ul style="list-style-type: none"> ❖ Interpersonal Communication Skills ❖ Advocacy Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply effective interpersonal communication skills including affirmative consent, refusal, and negotiation skills to enhance my ehealth and build relationships including written, face to face and safe use of technology <input type="checkbox"/> I can utilize advocacy skills for self and others to make positive health choices
Decision Making and Goal Setting Skills	<ul style="list-style-type: none"> ❖ Decision Making Skills ❖ Goal Setting Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply decision-making skills to enhance health as an individual and through collaboration <input type="checkbox"/> I can apply goal setting skills to achieve a personal short-term health goal

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Motor Skills and Movement Patterns	<ul style="list-style-type: none"> ❖ Applies basic and/or advanced skills to participate proficiently in at least three individual, dual or team games, sports or physical activities ❖ Demonstrates competency and/or refines activity specific movement skills in a variety of lifelong activities 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply basic and/or advanced skills to participate proficiently in at least three individual dual or team games, sports or physical activities <input type="checkbox"/> I can demonstrate competency and/or refine activity-specific movement skills in a variety of lifetime activities
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate consistency in a variety of fitness activities that address multiple components.
Concepts and Strategies	Applies complex movement concepts to refine learned skills and acquire new, advanced skills	<p>I can apply complex movement concepts to refine learned skills</p> <p>I can apply complex movement concept to acquire new, advanced skills</p>
Fitness Education	Engages in cardiorespiratory activities Evaluates performance data and applies training principles to revise health-related fitness or sport skill/fitness plan to improve performance	<p>I can engage in cardiorespiratory activities</p> <p>I can evaluate performance data and apply training principles to revise health related fitness or sport skill/fitness plan to improve my performance</p>

Responsible Personal and social behavior	Demonstrates personal responsibility in all physical education activities	I can demonstrate personal responsibility in all physical education activity
Recognition of the value of physical activity	Chooses an appropriate level of challenge to experience success in a self-selected physical activity Analyzes the health benefits of a self-selected physical activity	I can choose an appropriate level of challenge to experience success in a self-selected physical activity I can analyze the health benefits of a self-selected physical activity
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can consistently demonstrate cooperative skills while participating in physical activities <input type="checkbox"/> I can consistently demonstrate safe behaviors and appropriate equipment use. <input type="checkbox"/> I can consistently demonstrate following the rules, procedures and etiquette for the activity.

9-12 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Motor skills and movement patterns	<ul style="list-style-type: none"> ❖ Applies basic and/or advanced skills to participate proficiently in at least three individual, dual or team games, sports or physical activities ❖ Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply basic and/or advanced skills to participate proficiently in at least three individual, dual or team games, sports or physical activities <input type="checkbox"/> I can demonstrate competency and/or refine activity-specific movement skills in a variety of lifetime activities
Concepts and Strategies	<ul style="list-style-type: none"> ❖ Applies complex movement concepts to refine learned skills and acquire new, advanced skills 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply complex movement concepts to refine learned skills and acquire new, advanced skills
Fitness Education	<ul style="list-style-type: none"> ❖ Engages in cardiorespiratory activities ❖ Evaluates performance data and applies training principles to revise health-related fitness or sport skill/fitness plan to improve performance 	<ul style="list-style-type: none"> <input type="checkbox"/> I can engage in cardiorespiratory activities <input type="checkbox"/> I can evaluate performance data and apply training principles to revise my ehealth-related fitness or sport skill/fitness plan to improve my performance
Responsible personal and social behavior	<ul style="list-style-type: none"> ❖ Demonstrates personal responsibility in all physical education activities 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate personal responsibility in all physical education activities
Recognition of the value of physical activity	<ul style="list-style-type: none"> ❖ Chooses an appropriate level of challenge to experience success in a self-selected physical activity ❖ Analyzes the health benefits of a self-selected physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> I can choose an appropriate level of challenge to experience success in a self-selected physical activity <input type="checkbox"/> I can analyze the health benefits of a self-selected physical activity
Health Concepts	<ul style="list-style-type: none"> ❖ Analyze the impact of current health issues on the dimensions of health including physical, mental, social and emotional 	<ul style="list-style-type: none"> <input type="checkbox"/> I can analyze the impact of current health issues on physical health <input type="checkbox"/> I can analyze the impact of current health issues on mental health

		<input type="checkbox"/> I can analyze the impact of current health issues on social/emotional health
Health Information, Products and Resources	❖ Access reliable health information, products and services	<input type="checkbox"/> I can access reliable health information <input type="checkbox"/> I can access reliable health products <input type="checkbox"/> I can access reliable health services
Communication and Advocacy Skills	❖ Analyze effective communication and advocacy skills for self and others to enhance health and build relationships including affirmative consent, refusal and negotiation skills	<input type="checkbox"/> I can analyze effective communication and advocacy skills for myself and others to enhance my health and build relationships including affirmative contents, refusal and negotiation skills
Health Promotion and risk reduction	❖ Assess health enhancing behaviors to avoid or reduce health risks to self and others	<input type="checkbox"/> I can assess healthy behaviors to avoid or reduce health risks to self and others
Decision Making and Goal Setting	❖ Analyze decision making skills to enhance health outcomes	<input type="checkbox"/> I can analyze my decision making skills to enhance positive health outcomes