

(First slide in)The Maine Department of Education has developed this audio supported power point as a tool for assisting educators throughout Maine to understand the process of the Maine Learning Results review and (second slide in) the content standards that have emerged from that review process.

Goals and Purposes

- Identify knowledge and skills essential to prepare Maine students for post-secondary education, career, and citizenship
- Express what students should know and be able to do at various checkpoints during their education
- Define core elements that should apply to all students without regard to their specific career and academic plans
- Provide educators and parents with guidance



The Learning Results: Parameters for Essential Instruction, replaces the 1997 Maine Learning Results and provides Maine educators with a comprehensive description of the most essential knowledge and skills to succeed in the 21st century. (first slide in) The Learning Results Parameters for Essential Instruction describes a continuum of learning across significant topics in eight content areas (second slide) It represents a common body of knowledge and skills that ALL Maine students should have upon graduation. (third slide in) It also serves as a tool to inform parents, educators and the community.

Where the Revised MLRs fit in the Overall Framework Ensuring All Students are Career, Post-secondary and Citizenship Ready

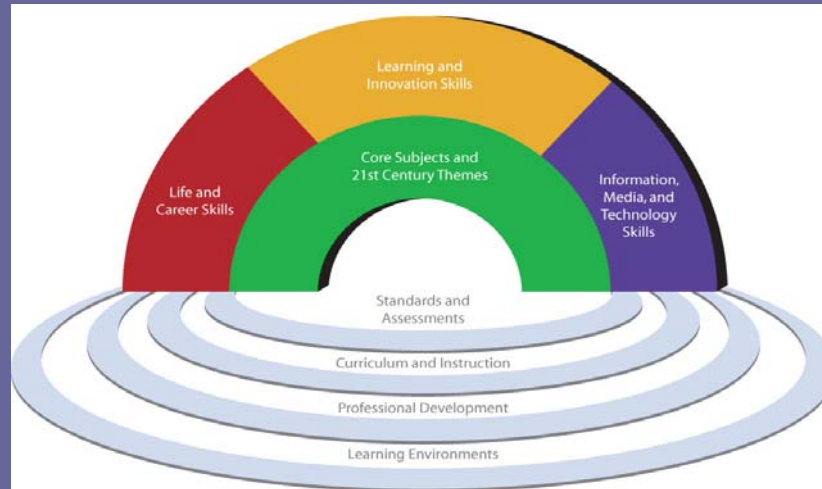
- Parameters for Essential Instruction
- Partnership for 21st Century
- Best Instructional Practices
- Chapter 125 – Environment for Learning
- Chapter 127 – Assessment and Graduation



The Learning Results: Parameters for Essential Instruction is Maine's standards document defining essential knowledge and skills required for career, post-secondary education and citizenship in the 21st century. This document is just one part of a system of educational components that include: attention to 21st century standards and practices, High quality teaching, a positive environment fostering student learning, and national, state and local assessments.

Partnership for 21st Century Framework Informs the Revised MLR

www.21stcenturyskills.org



Revised Maine Learning Results: Parameters for Essential Instruction

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To ensure that Maine's standard supported 21st Century Learning, The Maine Learning Results: Parameters for Essential Instruction was developed using the Partnership for 21st Century Learning Framework. While the Partnership for 21st Century Framework includes content standards it also extends beyond the essential knowledge and skills to address connected issues related to instruction, curriculum, assessment and learning environments, thus providing a broader educational framework.

How the MLRs Have Changed

- Clearer, more coherent, and more manageable
- More focused and essential
- Structure
- Content



Formal and informal feedback from educators across Maine indicate that the Learning Results: Parameters for Essential Instruction address the concerns related to increase clarity, coherence and a greater focus on what is most essential. In addition to this difference, the document is structurally different, showing a progression of learning for significant topics across grade spans. In Math and Reading this progression runs across grade levels for grades 3-8 as required by NCLB. Overall the Learning Results: Parameters for Essential Instruction differ most from the 1997 Maine Learning Results because they require a deeper knowledge related to fewer topics. This is an important step away from a program of learning that is a inch deep and a mile wide.

Content Standards

- Define the broad descriptions of the knowledge and skills that students should acquire



Health Education

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

A1 Healthy Behaviors and Personal Health

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
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. <ol style="list-style-type: none"> Explain the importance of assuming responsibility for personal health. Examine the relationship between healthy and unhealthy behaviors and personal health. Identify the possible barriers to practicing healthy behaviors. 	Students predict how behaviors can impact health status. <ol style="list-style-type: none"> Analyze individual responsibility for enhancing health. Predict how healthy behaviors can positively impact health status. Describe barriers to practicing healthy behaviors. Examine <i>personal susceptibility</i> to, and the <i>potential severity</i> of, injury or illness if engaging in unhealthy behaviors.



The text identified in the (fade in) green box is an example of a content standard for Health Education and Physical Education. Content standards are identified by capital letters as shown in this slide by (arrow) letter A.

Performance Indicators

- Define the big ideas within the standards

Health Education

HE&PE A1(6-8)

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

A1 Healthy Behaviors and Personal Health			
Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
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.	Students predict how behaviors can impact health status.
		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.	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.



Performance indicator 1 for each grade span of standard A is highlighted in green. Performance indicators are identified by numerals as shown in this slide by the (arrow) numeral 1. Performance indicators also have labels. The label for performance indicator 1 of Standard A is identified by the label at the top of the table, and is titled A1 Healthy Behaviors and Personal Health. Each performance indicator can be further identified by referencing the grade span. For example (dissolve in) HE&PE A1(6-8).

Descriptors

- Where needed, define depth and breadth of big ideas contained in the performance indicator

HE&PE A1(6-8)a-c

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

A1 Healthy Behaviors and Personal Health

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
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.



Descriptors for Health Education and Physical Education, Standard A, Performance Indicator 1 at grade span 6-8 are highlighted here in green. Descriptors are identified using lower case (arrow in) letters and are referenced as follows (fade in) HE&PE A1(6-8)a&b.

(disappear) Please note that some words in the text are written in blue italics. These words can be found in the glossary.

Graduation Requirements

- Contingent upon adoption of revised Maine Department of Education Regulations
 - Chapter 125: Basic Approval Standards: Public Schools and School Administrative Units
 - Chapter 127: Instructional Program, Assessment and Diploma Requirements
- Progressive implementation
 - Multiple opportunities to demonstrate achievement of the Learning Results: *Parameters for Essential Instruction*
 - Variety of options currently under consideration



The Maine Department of Education is currently developing graduation requirements that reflect achievement of Maine's Learning Results: Parameters for Essential Instruction. The finalization of these requirements relies heavily upon the review and revision of both Chapter 125 and Chapter 127. Discussions for implementing graduation requirements have included the belief that all students require multiple opportunities and varied contexts to demonstrate individual achievement of the Learning Results: Parameters for Essential Instruction. Out of these discussions a variety of options are being developed.

Graduation Requirements

- Proposal for Health Education and Physical Education Graduation Requirements:
 - Passing Grade on course work aligned to the Learning Results: Parameters for Essential Instruction
 - AND Wellness Portfolio



The two components here outline the proposal for graduation requirements related to Health Education and Physical Education. This proposal offers students the opportunity to demonstrate their understanding and skill through a combination of satisfactory completion of coursework, and the completion of a Wellness Portfolio including evidence of a student's coursework and both personal physical activity and personal wellness goals for each year that a student is not participating in a formal Health Education or Physical Education class.

Content Differences between the 2007 and the 1997 MLR

- For all content areas
 - Identification of grade level and grade span “big ideas” – the performance indicators
 - Greater depth of knowledge in those content areas
 - Greater alignment to national standards and the body of knowledge on learning



Across all content areas the revision of Maine Learning Results which began in 2004 and concluded in 2007 (slide in) more clearly identifies big ideas that develop across grade spans, (slide in) reflect a greater depth of student understanding within these Ideas, (slide in) and provide greater alignment to national standards and the body of knowledge related to student learning.

Content Differences in Health Education and Physical Education

- 6 Health Education Standards and 3 Physical Education Standards
- 102 Performance Indicators to 69 Performance Indicators in Health Education
- 80 Performance Indicators to 42 Performance Indicators in Physical Education



The overall organization of the Health Education and Physical Education standards in the Learning Results: Parameters for Essential Instruction is different from the 1997 MLR. While the number of standards for both Health Education and Physical Education remain the same, the revised Learning Results: Parameters for Essential Instruction include a dramatic decrease in the number of performance indicators.

Content Differences in Health Education and Physical Education

Language:

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



In addition to the changes in the overall organization of the Learning Results: Parameters for Essential Instruction, a revision has been made to in the language of each of the Health Education Standards. The phrase, “to enhance health” has been added to each standard in alignment with the revised National Health Education Standards, and to add focus to our goal of providing students with the knowledge and skills to enhance their health.

Content Differences in Health Education and Physical Education

- Include the 10 health education content areas embedded within the performance indicators.



The 2007 Health Education Standards have been revised to include the 10 Health Education Content areas within the performance indicators. Once a curriculum has been revised to align with the 2007 Health Education Standards, a curriculum committee will not have to consider these content areas as this has already been addressed.

Content Differences in Health Education and Physical Education

Health Education

- Performance Indicator on Norms
- Susceptibility and Severity
- Compound behaviors
- Standard E includes advocacy skills
- Decision-Making and Goal-Setting expanded



The 2007 Health Education Standards include concepts that were not in or have been expanded upon from the 1997 Maine Learning Results.

Content Differences in Health Education and Physical Education

Health Education

- Body systems
- Analyze a personal health assessment
- Conflict in school, family, and community



The 2007 Health Education Standards do not include some of the concepts described in the 1997 Maine Learning Results. This is to allow for more of focus and concentration in the current standards. Less is more.

Content Differences in Health Education and Physical Education

Physical Education

- Stability and force
- Identification of skill-related fitness components
- Game/physical activity rules and safety rules, and their purposes



Like Health Education, The 2007 Physical Education Standards include concepts that were not in or have been expanded upon from the 1997 Maine Learning Results.

Content Differences in Health Education and Physical Education

Physical Education

- Smooth transitions between sequential motor skills
- Analyze time, cost, and accessibility factors related to regular participation in physical activities
- Assess own performance without blaming others



The 2007 Physical Education Standards do not include some of the concepts described in the 1997 Maine Learning Results. Again, this is to allow for more of focus and concentration in the current standards and performance indicators.

Implications for Work in Schools

- Professional development may be needed specific to content and/or grade span taught.
- School districts will need to revise/create scope and sequence and curriculum to reflect the changes in the 2007 Health Education and Physical Education Standards Pre-K-Diploma.
- Teachers in Pre-K to grade 2 will need to lay a foundation of health knowledge across all standards to be carried and expanded upon throughout a student's educational career.
- The role of technology educators (in traditional Pre-K to Diploma schools and Career and Technical Education centers) takes on greater significance.
- School programming will need to offer opportunities to learn for all students related to all performance areas.
- Assessments will need to be aligned with the new cognitive demand.
- Indicators have been generalized more and new descriptors will assist the teachers in choosing targets.



There are many implications for work in schools that arise from these new standards. They include the need for professional development opportunities that will assist teachers in understanding and best delivering the content in all Health Education and Physical Education standards. The revised standards also require that school reexamine their programming to ensure that all students are offered opportunities to learn the breadth and depth of the ideas described.

Career and Education Development

- **Health Science**
 - A3 Diseases/Other Health Problems
 - A5 Growth and Development
- **Law Enforcement**
 - B3 Education and Career Information
 - C2 Decision-Making
 - C4 Societal Needs and Changes that Influence Workplace Success



Health Education and Physical Education offers logical places to integrate the learning identified in the Career and Education Development Standards.

Opportunities for Integration

- Dance and movement and the arts
- Disease causes and prevention, cells, reproduction, genetics, pollution and the environment, human anatomy and physiology, kinesiology
- Public policy, government regulations, population, culture, geography



Multiple opportunities exist to develop connections that can mutually support student learning across content areas. This slide describes possible areas for integration with the arts, science and technology, and social studies.

Opportunities for Integration

- Research, influential and informational writing, listening and speaking, communication techniques, reading strategies, vocabulary
- Statistical and data analysis, graphing, measurement



Opportunities for integration can also be found with Mathematics and English Language Arts.

Cross Content Connections

- http://www.maine.gov/education/lres/pei/cross_content.pdf



You can access more detailed descriptions of Cross Content connections at the web address provided on this slide.

Content Resources in Health Education and Physical Education

- National Health Education Standards
- National Association for Sport and Physical Education
- www.maine.gov/education/lres/health/
- [AAHE - American Association for Health Education](#)
- [NASPE - National Association for Sport & Physical Education](#)



The ideas contained in Learning Results: Parameters for Essential Instruction reflect the input of the content panels of Maine educators and feedback from a number of individuals. As important, the ideas found in Learning Results: Parameters for Essential are built on the foundation of ideas described in these above resources. Electronic links to the resources can be found at the web address at the bottom of the slide as well as a link to the Maine Health Education and Physical Education Learning Results.

Department of Education Health Education and Physical Education Contacts

- Susan Berry
 - Health Education Health Promotion Coordinator
 - (207) 624-6695
 - Susan.Berry@Maine.gov
- Peter Spears
 - Health Education Consultant
 - (207) 624-6697
 - Peter.Spears@Maine.gov
- Jayne Chase
 - Physical Education Consultant
 - (207) 624-6657
 - Jayne.Chase@Maine.gov



If you have any questions, please contact the appropriate specialist listed here.
Thank you for your attention.