

Maine Learning Results and Key Concepts

The Maine Department of Education (DOE) **Revised Maine Learning Results** (MLR) define the core elements of a complete education that should apply to all students. Passed by the Maine State Legislature in 2007, the MLR identifies the common body of knowledge and skills that all Maine students should have when they graduate, knowledge and skills that are essential for:

- Clear and effective communicators;
- Self-directed, lifelong learners;
- Creative and practical problem solvers;
- Integrative, informed thinkers; and
- Responsible citizens, involved in their communities and society as a whole.

The MLR is organized into eight specific *Content* (or subject) *Areas*. These Content Areas encompass the common body of knowledge and skills that all Maine students should have when they graduate. The Content Areas address all of the areas that students should focus on, which includes the topic most relevant to sexual violence prevention: Health Education and Physical Education, which gives students the tools they need to thrive physically, mentally, emotionally, and socially by practicing healthy lifestyles.

Within each Content Area, topics are broken down into Content Standards, indicated by a capital letter and underlined text. In the sample below, the Content Standard is A. Health Concepts. Under each Content Standard, you will find Performance Indicators arranged by category and numbered. In this sample, the Performance Indicator category is A1. Health Behaviors and Personal Health. The Performance Indicators are then listed by grade. Performance Indicators are sometimes followed by Descriptors, which detail what a student should know, and be able to do, in order to be considered as having met the requirements of each Performance Indicator.

All Maine schools and health educators are required to strive to meet the Maine Learning Results in their curriculum. MECASA member center sexual violence prevention educators can help by ensuring that programs align with the Maine Learning Results, thereby supporting teachers in their curriculum objectives.

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

A1. Health Behaviors and Personal Health

Performance Indicators and Descriptors			
Pre-K-2	3-5	6-8	9-Certification
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 relationship between healthy and unhealthy behaviors and personal health.	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.

The **Key Concepts** were created in 1996 with a multi-disciplinary group, which included classroom teachers, Dept. of Education representatives, and sexual violence prevention educators. The point was to highlight the most important elements of a subject that all students should understand, and link them to the relevant sections of the MLR. The Key Concepts encompass the broad ideas that should be addressed, which don't really change over time (ex: "Sexual harassment can affect the way people work and learn."). The Key Concepts cover a number of content areas, including: nutrition education, tobacco use prevention, alcohol and other drug use prevention, family life education, growth and development, eating disorders prevention, oral health, physical activity, and sexual assault prevention. Within each content area, the ideas are then linked to the appropriate health education standards and performance indicators outlined in the 2007 Maine's Learning Results.

Each set of key concepts are not intended to be taught separately but included as part of the comprehensive health education program. The key concepts listed in the document should not be considered a curriculum, but as a guide to be used when developing or revising the curriculum.

The Key Concepts for Sexual Assault Prevention can be considered the foundational knowledge and skills related to sexual violence that all Maine students should know and be able to do by the time they graduate. A high-quality sexual violence prevention curriculum should address each concept in full.

The Maine Learning Results can be found in their entirety at the Maine Dept. of Education's website, along with guides for understanding how to apply the MLR and their guiding principles and history. The Key Concepts are available on the Coordinated School Health Education website at the Maine Centers for Disease Control. Both documents (the Health Education and Health Promotion Learning Results, and the Key Concepts for Sexual Assault Prevention) can be found in the appendices of this toolkit.