

05-71

DEPARTMENT OF EDUCATION

Chapter 132 – Learning Results: Parameters for Essential Instruction

CAREER AND EDUCATION DEVELOPMENT

Career and education development helps all students gain the knowledge, skills, and behaviors to interact with others, set goals, and make decisions related to career, college, and citizenship. Success in the twenty-first century differs significantly from the twentieth century model. Lifelong employment with a single employer has virtually vanished. Success today is increasingly dependent on a sophisticated knowledge base, the ability to enhance that base, to collaborate, to self-direct, and to adapt to change. Individuals will need to adapt their goals and decisions over their lifetimes in relation to school and workplace requirements and personal responsibilities. As part of career and education development, students must see education as a continuous lifelong process that will prepare them for and make them adaptable in a complex, information-rich, and fast-changing world.

Embed Career and Education Development Instruction - The knowledge, skills, and behaviors outlined in Career and Education Development Standards are essential for all students. It is important that the knowledge, skills, and behaviors of career and education development be connected to the context of schools, career, and community. Although stand- alone courses in career and education development may serve to help students focus on career, college, and citizenship goal, all content areas need to embed career and education standards to enable students to make the connection between content areas schoolwork, and career, college, and citizenship goals. School administrative units should determine the most appropriate content areas and school settings in which to embed these standards.

OUTLINE OF CAREER AND EDUCATION DEVELOPMENT STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Learning about Self-Knowledge and Interpersonal Relationships

1. Self-Knowledge and Self-Concept
2. Beliefs and Behaviors that Lead to Success
3. Interpersonal Skills
4. Career and Life Roles

B. Learning About and Exploring Education, Career, and Life Roles

1. Relationships among Learning, Work, the Community, and the Global Economy
2. Skills for Individual/Personal Success in the 21st Century
3. Education and Career Information

C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions

1. The Planning Process
2. Decision-Making
3. Influences on Decision-Making
4. Societal Needs and Changes that Influence Workplace Success

A. Learning About Self-Knowledge and Interpersonal Relationships: Students identify, demonstrate, analyze, and evaluate:

- self-knowledge related to interests, skills, work, and school;
- positive personal traits, attitudes, beliefs, behaviors, *habits of mind*, and experiences that lead to success in school, work, and community;
- their ability to build and maintain a positive *self-concept*; and
- their ability to develop and recognize the positive *interpersonal skills* that effectively influence work and relationships with others.

Although the performance indicators of Career and Education Development identify specific levels of performance at each grade span for the purpose of assessment, students at all grade spans should have opportunities to identify, demonstrate, analyze, and evaluate.

A1 Self-Knowledge and Self-Concept

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify interests, skills, and <i>habits of mind</i> that build a positive <i>self-concept</i> .	Students identify and demonstrate interests, skills, <i>habits of mind</i> , and experiences that build and maintain a positive <i>self-concept</i> .	Students explain how interests, skills, <i>habits of mind</i> , and experiences support and maintain a positive <i>self-concept</i> .	Students reflect on and/or analyze interests, skills, <i>habits of mind</i> , and experiences to maintain a positive <i>self-concept</i> and to aid them in making career and life decisions. <ul style="list-style-type: none"> a. <i>School-to-school</i> decisions. b. <i>School-to-work</i> decisions.

A2 Beliefs and Behaviors that Lead to Success

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and demonstrate the skills, behaviors, and attitudes that lead to success in schoolwork.	Students make choices about and demonstrate behaviors that lead to success in schoolwork.	Students analyze how positive and negative personal traits, choices about behaviors, and the belief that one can successfully complete tasks/goals affect success in school.	Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school. a. <i>School-to-school</i> decisions b. <i>School-to-work</i> decisions

A3 Interpersonal Skills**Performance Indicators & Descriptors**

Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify social skills that influence interpersonal relationships in positive ways.</p> <ul style="list-style-type: none"> a. Getting along with others b. Respecting differences c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior 	<p>Students identify decisions and demonstrate behaviors that reflect positive <i>interpersonal skills</i> and lead to success in school or community.</p> <ul style="list-style-type: none"> a. Getting along with others b. Respecting diversity c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior j. Dealing with peer pressure 	<p>Students demonstrate behaviors that reflect positive <i>interpersonal skills</i> and analyze how positive <i>interpersonal skills</i> lead to success in a variety of school, work, and community settings.</p> <ul style="list-style-type: none"> a. Getting along with others b. Respecting diversity c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior j. Dealing with peer pressure 	<p>Students demonstrate behaviors that reflect positive <i>interpersonal skills</i> and evaluate successful strategies that improve positive <i>interpersonal skills</i> in ways that lead to success in a variety of school, work, and community settings.</p> <ul style="list-style-type: none"> a. Getting along with others b. Respecting diversity c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior j. Dealing with peer pressure

A4 Career and Life Roles

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and discuss <i>career roles</i> .	Students identify and explain the influences that <i>career and life roles</i> have on each other and on success in school or community.	Students develop and demonstrate positive strategies that aid in accomplishing tasks, creating <i>balance</i> among their <i>career and life roles</i> , and reducing stress. <ul style="list-style-type: none"> a. Time management b. Goal-setting c. Resource management 	Students demonstrate and evaluate successful strategies for accomplishing tasks, <i>balancing career and life roles</i> , and reducing stress in a variety of school, work, and community settings. <ul style="list-style-type: none"> a. Time management b. Goal-setting c. Resource management

B. Learning about and Exploring Education and *Career and Life Roles*: Students identify, demonstrate, analyze, and evaluate:

- An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and
- the ability to identify and use education and career information for lifelong learning to achieve success.

Although the performance indicators of Career and Education Development identify specific levels of performance at each grade span for the purpose of assessment, students at all grade spans should have opportunities to identify, demonstrate, analyze and evaluate.

B1 Relationships Among Learning, Work, the Community, and the Global Economy

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and demonstrate study habits, attitudes, and behaviors that lead to successful relationships.	Students explain how success in school supports their ability to positively contribute to school, home, and community.	Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world.	Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21 st century global economy.

B2 Skills for Individual/Personal Success in the 21st Century

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify <i>literacy</i> and <i>numeracy</i> as skills that lead to improvement and success in the classroom.	<p>Students identify and describe skills that lead to student learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.</p> <ul style="list-style-type: none"> a. Literacy skills b. <i>Numeracy</i> c. <i>Critical thinking</i> skills d. <i>Information and communication technology (ICT) literacy</i> e. <i>Interpersonal skills</i> f. Other academic skills and knowledge 	<p>Students analyze their skills in relation to those that lead to learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.</p> <ul style="list-style-type: none"> a. Literacy skills b. <i>Numeracy</i> c. <i>Critical thinking</i> skills d. <i>Information and communication technology (ICT) literacy</i> e. <i>Interpersonal skills</i> f. Other academic skills and knowledge 	<p>Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of <i>schoolwork</i>, work and career, and personal life goals.</p> <ul style="list-style-type: none"> a. Literacy skills b. <i>Numeracy</i> c. <i>Critical thinking</i> skills d. <i>Information and communication technology (ICT) literacy</i> e. <i>Interpersonal skills</i> f. Other academic skills and knowledge

B3 Education and Career Information

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and locate information resources at home, at school, and in the community that improve study habits, schoolwork, or educational achievement.	Students identify and locate different types of career and educational information resources and use them to explore school and career choices.	Students locate and analyze the use of different types of resources, including <i>occupational information</i> and <i>labor market information</i> , to explore <i>post-secondary education, training</i> , and career choices.	Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for <i>post-secondary education, training</i> , and career choices.

C. Learning To Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions: Students identify, demonstrate, analyze, and evaluate:

- the main components of the *planning process*;
- their ability to balance career, college, and citizenship roles;
- their ability to apply successful strategies for effective decision-making; and
- their ability to analyze the influence of diverse and changing societal and global economic needs on personal decision-making and career and education planning/success.

Although the performance indicators of Career and Education Development identify specific levels of performance at each grade span for the purpose of assessment, students at all grade spans should have opportunities to identify, demonstrate, analyze and evaluate.

C1 The Planning Process

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and give examples of how they make choices and set personal goals for school.	<p>Students identify the parts of the <i>planning process</i> that assist in making choices.</p> <ul style="list-style-type: none"> a. Self-knowledge b. Information and resources about career and educational options c. Decision-making skills 	<p>Students explain how the parts of the <i>planning process</i> assist in the exploration of education and work opportunities, and serve as tools for setting short-term and long-term goals.</p> <ul style="list-style-type: none"> a. Self-knowledge b. Looking for and creating personal career options c. Decision-making skills 	<p>Students use the <i>planning process</i> to make <i>school-to-school</i> and <i>school-to-work</i> decisions.</p> <ul style="list-style-type: none"> a. Self-knowledge b. Looking for and creating personal career options c. Decision-making skills

C2 Decision- Making

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify experiences and behaviors that reflect decision-making at school.	Students identify behaviors and decisions that reflect positive and negative consequences in school.	Students compare and apply different models for decision-making including the <i>rational, intuitive, and consultative models</i> for setting short-term and long-term goals in career and education.	Students determine and apply effective decision-making strategies for accomplishing short-term and long-term goals related to <i>school-to-school</i> and <i>school-to-work</i> decisions.

C3 Influences on Decision-Making

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify people and experiences that influence decision- making in various settings.	Students identify behaviors that influence decision- making in various settings.	Students identify behaviors that influence career and education decision- making.	Students examine sources of information that influence their career and education decision- making.

C4 Societal Needs and Changes that Influence Workplace Success

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.	No performance indicator.	Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision- making.	Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision- making for workplace success.

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; and what to do for physical activity. These decisions often lead to habits that stay with them throughout life. The Health Education and Physical Education Standards will guide instruction that will help students make better decisions about their health. Through achievement of the Health Education and Physical Education Standards, students learn that their decisions can affect their health and set a pattern for their lives. Students also learn to protect their health by acquiring good information, by seeking good advice and friendships, and by taking responsibility for their own wellness which contributes to a healthy, active, balanced approach to life.

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 media and health resources; communicating effectively using refusal and conflict management skills; 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 and knowledge needed to support participation in a wide variety of physical activities that contribute to an active lifestyle. Physical education provides building blocks for skill development, skill analysis, physical fitness, stress reduction, decision-making, and positive social skills. Students learn to assess and set goals, 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 physical activity and its contribution to a healthy lifestyle.

OUTLINE OF HEALTH EDUCATION AND PHYSICAL EDUCATION STANDARDS AND PERFORMANCE INDICATOR LABELS

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, Products, and Services

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 Components
4. Skill Improvement

H. Physical Fitness Activities and Knowledge

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

I. Personal and Social Skills and Knowledge

1. Cooperative Skills
2. Responsible Behavior
3. Safety Rules and Rules of Play

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

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.

A2 Dimensions of Health

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

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students describe the transmission	Students describe ways to detect	Students identify causes of	Students explain causes of

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
and prevention of common childhood communicable diseases.	and treat common childhood diseases and other health problems.	common adolescent diseases and other health problems and describe ways to reduce, prevent, or treat them.	common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.

A4 Environment and Personal Health

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.	Students identify the general characteristics of human growth and development.	Students describe specific characteristics of adolescent human growth and development.	Students describe the characteristics of human growth and development throughout the various stages of life.

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

A6 Basic Health Concepts

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
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 define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.	Students explain essential 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, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.

B1 Validity of Resources

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

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify ways to locate school and community health helpers.	Students locate resources from home, school, and the 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</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</i>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
		<i>services.</i> b. Locate <i>valid</i> and reliable <i>health information.</i> c. Locate <i>valid</i> and reliable <i>health products, and services.</i>	<i>information.</i> c. Access <i>valid</i> and reliable <i>health 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.

C1 Healthy Practices and Behaviors

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students demonstrate age-appropriate healthy practices to maintain or improve personal health. a. Choose healthy foods. b. Demonstrate personal hygiene skills, including hand-washing.	Students demonstrate age-appropriate healthy practices and/or behaviors to maintain or improve personal health. a. Design healthy menus. b. Demonstrate basic care of the human body.	Students demonstrate a healthy practice and/or behavior to maintain or improve their own health in each of the following areas: personal hygiene, healthy eating; physical activity; and tobacco, alcohol, and other drug use prevention.	Students demonstrate healthy practices and/or 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 <i>STDs, HIV</i> and unintended pregnancy.

C2 Avoiding/Reducing Health Risks

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students demonstrate behaviors to avoid or reduce personal health risks.	Students demonstrate a variety of behaviors to avoid or reduce personal health risks.	Students demonstrate behaviors to avoid or reduce health risks to self and others.	Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
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 health and safety.	a. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations. b. Develop injury prevention and safety strategies for personal health.	a. Demonstrate ways to recognize, 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.	a. Develop ways to recognize, avoid, or change situations that threaten the safety of self and others. b. Develop injury prevention and response strategies including first aid for personal, family, and community health.

C3 Self-Management

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students demonstrate coping strategies to use when feeling too excited, anxious, upset, angry, or out of control.	Students demonstrate strategies that can be used to manage stress, anger, or 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.

D1 Influences on Health Practices/Behaviors

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify influences on personal health practices and behaviors.	Students describe how a variety of factors influence personal health behaviors.	Students explain and analyze influences on adolescent health behaviors.	Students analyze and evaluate influences on health and health behaviors.
a. Identify family influences on personal health practices and	a. Describe how family, school, and community influence and support	a. Examine how the family, school, and community influence the	a. Analyze how family, school and community influence the health of

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
behaviors. b. Identify what the school can do to support personal health practices and behaviors. c. Describe how the media can influence health behaviors.	personal health practices and behaviors. b. Describe how peers and <i>culture</i> can influence health practices and behaviors. c. Explain how media influences thoughts, feelings, and health behaviors.	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.	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. 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

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.	Students describe ways technology can influence personal health.	Students analyze the influence of technology, including medical technology, on personal and family health.	Students evaluate the impact of technology, including medical technology, on personal, family, and community health.

D3 Compound Effect of Risk Behavior

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.	No performance indicator.	<p>Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>a. Describe how <i>gateway drugs</i> can lead to the use of other drugs.</p> <p>b. Describe the influence of alcohol and other drug use on judgment and self-control.</p>	<p>Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>a. Analyze the influence of alcohol use on individual and group behavior.</p> <p>b. Analyze the influence of drug use on individual and group behavior.</p>

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

E1 Interpersonal Communication Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students demonstrate healthy ways to communicate.</p> <p>a. Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>b. Distinguish between verbal and nonverbal communication.</p> <p>c. Make requests to promote personal health.</p> <p>d. Demonstrate listening skills to</p>	<p>Students demonstrate effective verbal and nonverbal <i>interpersonal communication</i> skills to enhance health.</p> <p>a. Demonstrate appropriate listening skills to enhance health.</p> <p>b. Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.</p>	<p>Students apply effective verbal and nonverbal <i>interpersonal communication</i> skills to enhance health.</p> <p>a. Demonstrate communication skills to build and maintain healthy relationships.</p> <p>b. Demonstrate effective communication skills including asking for assistance to enhance</p>	<p>Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p>a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.</p> <p>b. Demonstrate refusal, negotiation,</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>enhance health.</p> <p>e. Demonstrate ways to respond to an unwanted, threatening, or dangerous situation including telling a trusted adult if threatened or harmed.</p>	<p>c. Demonstrate how to ask for assistance to enhance personal health.</p> <p>d. Demonstrate refusal skills to avoid or reduce health risks.</p> <p>e. Demonstrate non-violent strategies to manage or resolve conflict.</p>	<p>the health of self and others.</p> <p>c. Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>d. Demonstrate effective conflict management or conflict resolution strategies.</p>	<p>and collaboration skills to enhance health and avoid and reduce health risks.</p> <p>c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>

E2 Advocacy Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students encourage peers to make positive health choices.</p>	<p>Students encourage others to make positive health choices.</p> <p>a. Express opinions about health issues.</p> <p>b. Give accurate information about health issues.</p>	<p>Students describe ways to influence and support others in making positive health choices.</p> <p>a. Develop a health-enhancing position on a topic and support it with information.</p> <p>b. Develop health-enhancing messages using communication techniques that target a specific audience.</p> <p>c. Demonstrate an ability to 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. Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health.</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

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

F1 Decision-Making

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify situations where a health-related decision is needed.</p> <p>a. Differentiate between situations when health-related decisions can appropriately be made by the individual and when assistance is needed.</p>	<p>Students apply <i>decision-making</i> steps to enhance health.</p> <p>a. Identify health-related situations that might require a thoughtful decision.</p> <p>b. List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.</p> <p>c. Choose a healthy option when making a decision.</p> <p>d. Describe the outcome of a health-related decision.</p>	<p>Students apply <i>decision-making</i> skills to enhance health.</p> <p>a. Determine when health-related situations require the application of a thoughtful <i>decision-making</i> process.</p> <p>b. Determine 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 and predict the potential short-term impact of alternative decisions for themselves and others.</p> <p>d. Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>e. Analyze the outcomes of a health-related decision.</p>	<p>Students apply a <i>decision-making</i> process to enhance health.</p> <p>a. Compare the value of thoughtful <i>decision-making</i> to quick <i>decision-making</i> in a 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 and predict the potential short-term and long-term impact for themselves and others for each alternative.</p> <p>d. Defend the healthy choice when making a decision.</p> <p>e. Evaluate the effectiveness of a health-related decision.</p>

F2 Goal-Setting

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify a short-term personal health goal and take</p>	<p>Students utilize <i>goal-setting</i> skills to implement a short-term personal</p>	<p>Students develop and apply strategies to attain a short-term</p>	<p>Students develop and analyze a plan to attain a personal health</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>action toward achieving the goal.</p>	<p>health goal.</p> <ul style="list-style-type: none"> a. Set a short-term personal health goal. b. Identify resources to assist in achieving the health goal. c. Track progress toward achieving the goal. 	<p>personal health goal.</p> <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 and monitor progress toward a personal health goal. d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. 	<p>goal.</p> <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 analyze progress in achieving a personal health goal.

F3 Long-Term Health Plan

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p>	<p>No performance indicator.</p>	<p>No performance indicator.</p>	<p>Students formulate a long-term personal health plan, incorporating <i>decision-making</i> and <i>goal-setting</i> strategies.</p>

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

G1 Stability and Force

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students demonstrate positions that create stability and force.</p> <p>a. Show how base of support changes during <i>static balances</i>.</p> <p>b. Demonstrate how body position can be adapted to pushing and pulling forces.</p> <p>c. Demonstrate how to lift objects to prevent injuries.</p>	<p>Students demonstrate a variety of movements that apply stability and force.</p> <p>a. Demonstrate movements that change the <i>center of gravity and line of gravity</i> during <i>dynamic balances</i>.</p> <p>b. Show how increasing speed and mass can change the force on an object.</p> <p>c. Demonstrate how body position can be changed to absorb force and decrease risk for injury.</p>	<p>Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p> <p>a. Demonstrate the <i>principle of opposition</i>.</p> <p>b. Demonstrate how the point of contact changes the path of an object.</p> <p>c. Demonstrate how the point of release changes the path of an object.</p> <p>d. Demonstrate lifts and actions that decrease risk for injury.</p>	<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> <p>a. Demonstrate how spin and rebound affect the motion of an object.</p> <p>b. Use the <i>principle of opposition</i>, point of contact, and point of release to change the path of an object during a game/physical activity.</p> <p>c. Adjust movements to accommodate external forces that decrease risk for injury.</p>

G2 Movement Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students demonstrate a variety of <i>locomotor skills</i>.</p> <p>a. Demonstrate correct technique for a variety of <i>locomotor skills</i>.</p>	<p>Students demonstrate a variety of <i>locomotor skills</i> and <i>manipulative skills</i>.</p> <p>a. Demonstrate correct technique for</p>	<p>Students demonstrate <i>motor skills</i> and <i>manipulative skills</i> during drills or modified games/physical activities.</p>	<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>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
b. Demonstrate a <i>locomotor skill</i> applying changes in direction, level, and/or pathway. c. Demonstrate combinations of <i>locomotor skills</i> .	a variety of <i>manipulative skills</i> . b. Demonstrate <i>locomotor skills</i> and <i>manipulative skills</i> in combination using changes in direction, level, or pathway.	a. Demonstrate 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.	

G3 Skill-Related Fitness Components

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify the skill-related fitness components of balance and coordination.	Students identify the skill-related fitness components of balance, coordination, agility, and speed.	Students describe the following skill-related fitness components: balance, coordination, agility, speed, and power.	Students explain the relationship of skill-related fitness components to <i>specialized movement skills</i> .

G4 Skill Improvement

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator. Although no performance indicator is stated, students are expected to have instructional experiences that help them to understand the importance of practice.	Students describe why practice is important to skill improvement.	Students explain how specific, positive, and correct feedback affect skill improvement.	Students design appropriate practice sessions, utilizing <i>fundamental movement skills</i> to improve performance.

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

H. Physical Fitness Activities and Knowledge: Students demonstrate and apply fitness concepts.**H1 Fitness Assessment**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.	Students participate in multiple <i>health-related fitness assessments</i> (including a cardiovascular assessment) and reassess to observe changes over time.	Students participate in a <i>health-related fitness assessment</i> that addresses a variety of health-related fitness components to establish personal fitness goals.	Students participate in a <i>health-related fitness assessment</i> to establish personal fitness goals and reassess their fitness over time.

H2 Health-Related Fitness Plan

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
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</i>) guidelines.	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> (specificity, overload, and progression).

H3 Fitness Activity

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students participate in physical activities to introduce the <i>health-related fitness components</i> of <i>flexibility, cardiovascular endurance, muscular endurance, and muscular strength</i> .	Students participate in physical activities that address each of the five <i>health-related fitness components</i> including <i>flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition</i> .	Students participate in physical activities that address personal fitness goals for the <i>health-related fitness components</i> including <i>flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition</i> .	Students select and participate in physical activities that address their personal fitness plans and apply the five <i>health-related fitness components</i> .

H4 Physical Activity Benefits

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify the physical benefits and bodily responses related to physical activities.	Students identify physical and mental benefits and bodily responses related to regular participation in physical activity.	Students describe physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.	Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.

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

I1 Cooperative Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students demonstrate taking turns and sharing while participating in physical activities.	<p>Students demonstrate cooperative skills while participating in physical activities.</p> <p>a. Demonstrate active listening. b. Get along with others. c. Accept responsibility for personal behavior.</p>	<p>Students demonstrate cooperative and inclusive skills while participating in physical activities.</p> <p>a. Work together as a team. b. Respond appropriately to peer pressure. c. Manage conflict. d. Engage peers respectfully in activities.</p>	<p>Students demonstrate collaborative skills while participating in physical activities.</p> <p>a. Accept constructive feedback. b. Give constructive feedback. c. Include peers respectfully in activities.</p>

I2 Responsible Behavior

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students follow procedures for safe behaviors, including maintaining appropriate personal space, while participating in physical activities.	Students demonstrate safe behaviors and appropriate equipment use while participating in physical activities.	Students demonstrate responsible personal behaviors while participating in physical activities.	Students demonstrate responsible and ethical personal behavior while participating in physical activities.

I3 Safety Rules and Rules of Play

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify safety rules and rule of play for games/physical activities.	Students describe safety rules and rules of play for games/physical activities.	Students describe game/physical activity rules and safety rules and their purposes. <ul style="list-style-type: none"> a. Explain the purposes for modifying playing rules in specified situations. b. Explain the safety rules and possible risks associated with specific games/physical activities. 	Students predict how etiquette/rules improve games/activities. <ul style="list-style-type: none"> a. Explain how etiquette/rules contribute to productive participation. b. Predict how modifications to the environment can impact safety during games/physical activities.

SCIENCE AND TECHNOLOGY

Science and technology provide people with the knowledge and tools to understand and address many of the challenges of a rapidly changing world. Students must be provided with opportunities to access, understand, and evaluate current information and tools related to science and technology if they are to be ready to live in a 21st century global society.

The study of science and technology includes both processes and bodies of knowledge. Scientific processes are the ways scientists investigate and communicate about the natural world. The scientific body of knowledge includes concepts, principles, facts, laws, and theories about the way the world around us works. Technology includes the technological design process and the body of knowledge related to the study of tools and the effect of technology on society.

Science and technology merge in the pursuit of knowledge and solutions to problems that require the application of scientific understanding and product design. Solving technological problems demands scientific knowledge while modern technologies make it possible to discover new scientific knowledge. In a world shaped by science and technology, it is important for students to learn how science and technology connect with the demands of society and the knowledge of all content areas. It is equally important that students are provided with learning experiences that integrate tools, knowledge, and processes of science and technology.

The Science and Technology Standards outline the essential understandings of these disciplines. Standard A describes four themes that serve as a broad scaffold for understanding and organizing student understanding of the content and processes of science and technology. Standard B describes the processes of scientific inquiry and technological design. As a complement to the expectations of inquiry and design outlined in Standard B, Standard C describes the enterprises of science and technology and the connection to society. Standards D and E have performance indicators that encompass the subject matter conventionally referred to as life, physical, and earth space science. It is essential that classroom instruction integrate the processes and ideas of Standards A, B, and C with the knowledge of Standards D and E, rather than teach them separately. Instruction should support students in asking questions and making inquiries to help them, understand and solve problems that require the integration of knowledge and processes in authentic contexts.

Unifying Themes - The proposed revised standards begin with a focus on four themes of science and technology: systems, models, and constancy and change, and scale. These themes provide teachers and students with a scaffold on which to organize the details of the standards. National standards documents identify these themes as critical knowledge for students in the 21st century.

The Skills of Scientific Inquiry and Technological Design Process - The Science and Technology Standards define both the student skills of scientific inquiry and the student skills of technological design. The inclusion of scientific inquiry, the development of a coherent section on technological design and the inclusion of a standard on scientific and technological enterprise highlight the importance of developing student understanding of the unique characteristics of and relationships between science and technology. The scientific and technological enterprise standard outlines key understandings about

the relationships among science, technology and society and underscores the role of citizens in the decision-making process related to science and technology.

OUTLINE OF SCIENCE AND TECHNOLOGY STANDARDS AND PERFORMANCE INDICATOR LABELS**A. Unifying Themes**

1. Systems
2. Models
3. Constancy and Change
4. Scale

B. The Skills and Traits of Scientific Inquiry and Technological Design

1. Skills and Traits of Scientific Inquiry
2. Skills and Traits of Technological Design

C. The Scientific and Technological Enterprise

1. Understandings of Inquiry
2. Understandings about Science and Technology
3. Science, Technology, and Society
4. History and Nature of Science

D. The Physical Setting

1. Universe and Solar System
2. Earth
3. Matter and Energy
4. Force and Motion

E. The Living Environment

1. Biodiversity
2. Ecosystems
3. Cells
4. Heredity and Reproduction
5. Evolution

A. **Unifying Themes:** Students apply the principles of **systems**, **models**, constancy and change, and scale in science and technology.

A1 Systems

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students recognize that parts work together, and make up whole man-made and natural objects.</p> <p>a. Explain that most man-made and natural objects are made of parts.</p> <p>b. Explain that when put together, parts can do things they could not do separately.</p>	<p>Students explain interactions between parts that make up whole man-made and natural things.</p> <p>a. Give examples that show how individual parts of organisms, ecosystems, or man-made structures can influence one another.</p> <p>b. Explain ways that things including organisms, ecosystems, or man-made structures may not work as well (or at all) if a part is missing, broken, worn out, mismatched, or misconnected.</p>	<p>Students describe and apply principles of systems in man-made things, natural things, and processes.</p> <p>a. Explain how individual parts working together in a system (including organisms, Earth systems, solar systems, or man-made structures) can do more than each part individually.</p> <p>b. Explain how the output of one part of a system, including waste products from manufacturing or organisms, can become the input of another part of a system.</p> <p>c. Describe how systems are nested and that systems may be thought of as containing subsystems (as well as being a subsystem of a larger system) and apply the understanding to analyze systems.</p>	<p>Students apply an understanding of systems to explain and analyze man-made and natural phenomena.</p> <p>a. Analyze a system using the principles of boundaries, subsystems, inputs, outputs, feedback, or the system's relation to other systems and design solutions to a system problem.</p> <p>b. Explain and provide examples that illustrate how it may not always be possible to predict the impact of changing some part of a man-made or natural system.</p>

A2 Models

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify <i>models</i> and the objects they represent to learn about their features.</p> <p>a. Describe ways in which toys and pictures are like the real things they model.</p> <p>b. Use a <i>model</i> as a tool to describe the motion of objects or the features of plants and animals.</p>	<p>Students use <i>models</i> to represent objects, processes, and events from the physical setting, the living environment, and the technological world.</p> <p>a. Represent the features of a real object, event, or process using <i>models</i> including geometric figures, number sequences, graphs, diagrams, sketches, maps, or three-dimensional figures and note ways in which those representations do (and do not) match features of the originals.</p>	<p>Students use <i>models</i> to examine a variety of real-world phenomena from the physical setting, the living environment, and the technological world and compare advantages and disadvantages of various <i>models</i>.</p> <p>a. Compare different types of <i>models</i> that can be used to represent the same thing (including <i>models</i> of chemical reactions, motion, or cells) in order to match the purpose and complexity of a model to its use.</p> <p>b. Propose changes to <i>models</i> and explain how those changes may better reflect the real thing.</p>	<p>Students evaluate the effectiveness of a <i>model</i> by comparing its predictions to actual observations from the physical setting, the living environment, and the technological world.</p>

A3 Constancy and Change

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students observe that in the physical setting, the living environment, and the technological world some things change over time and some things stay the same.</p>	<p>Students identify and represent basic patterns of change in the physical setting, the living environment, and the technological world.</p> <p>a. Recognize patterns of change</p>	<p>Students describe how patterns of change vary in physical, biological, and technological <i>systems</i>.</p> <p>a. Describe <i>systems</i> that are changing including ecosystems, Earth <i>systems</i>, and technologies.</p>	<p>Students identify and analyze examples of constancy and change that result from varying types and rates of change in physical, biological, and technological <i>systems</i> with and without <i>counterbalances</i>.</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
a. Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same.	including steady, repetitive, irregular, or apparently unpredictable change. b. Make tables or graphs to represent changes.	b. Give examples of <i>systems</i> including ecosystems, Earth systems, and technologies that appear to be unchanging (even though things may be changing within the <i>system</i>) and identify any feedback mechanisms that may be modifying the changes. c. Describe rates of change and cyclic patterns using appropriate grade-level mathematics.	

A4 Scale

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students observe differences in scale. a. Compare significantly different sizes, weights, ages, and speeds of objects.	Students use mathematics to describe scale for man-made and natural things. a. Measure things to compare sizes, speeds, times, distances, and weights. b. Use fractions and multiples to make comparisons of scale.	Students use scale to describe objects, phenomena, or processes related to Earth, space, matter, and mechanical and living <i>systems</i>. a. Describe how some things change or work differently at different scales. b. Use proportions, averages, and ranges to describe small and large extremes of scale.	Students apply understanding of scale to explain phenomena in physical, biological, and technological <i>systems</i>. a. Describe how large changes of scale may change how physical and biological <i>systems</i> work and provide examples. b. Mathematically represent large magnitudes of scale.

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

- B. The Skills and Traits of Scientific Inquiry and *Technological Design*:** Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use a systematic process, tools, equipment, and a variety of materials to create a *technological design* and produce a solution or product to meet a specified need.

B1 Skills and Traits of Scientific Inquiry

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students conduct and communicate results of simple investigations.</p> <ul style="list-style-type: none"> a. Ask questions and make observations about objects, organisms, and events in the environment. b. Safely conduct simple investigations to answer questions. c. Use simple instruments with basic units of measurement to gather data and extend the senses. d. Know what constitutes evidence that can be used to construct a reasonable explanation. e. Use writing, speaking, and drawing to communicate investigations and explanations. 	<p>Students plan, conduct, analyze data from, and communicate results of investigations, including <i>fair tests</i>.</p> <ul style="list-style-type: none"> a. Pose investigable questions and seek answers from reliable sources of scientific information and from their own investigations. b. Plan and safely conduct investigations including simple experiments that involve a <i>fair test</i>. c. Use simple equipment, tools, and appropriate metric units of measurement to gather data and extend the senses. d. Use data to construct and support a reasonable explanation. e. Communicate scientific procedures and explanations. 	<p>Students plan, conduct, analyze data from, and communicate results of investigations, including simple experiments.</p> <ul style="list-style-type: none"> a. Identify questions that can be answered through scientific investigations. b. Design and safely conduct scientific investigations including experiments with controlled variables. c. Use appropriate tools, metric units, and techniques to gather, analyze, and interpret data. d. Use mathematics to gather, organize, and present data and structure convincing explanations. e. Use logic, critical reasoning and evidence to develop descriptions, explanations, predictions, and <i>models</i>. f. Communicate, critique, and analyze their own scientific work and the work of other students. 	<p>Students methodically plan, conduct, analyze data from, and communicate results of in-depth scientific investigations, including experiments guided by a testable hypothesis.</p> <ul style="list-style-type: none"> a. Identify questions, concepts, and testable hypotheses that guide scientific investigations. b. Design and safely conduct methodical scientific investigations, including experiments with controls. c. Use statistics to summarize, describe, analyze, and interpret results. d. Formulate and revise scientific investigations and <i>models</i> using logic and evidence. e. Use a variety of tools and technologies to improve investigations and communications. f. Recognize and analyze alternative explanations and <i>models</i> using

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
			scientific criteria. g. Communicate and defend scientific ideas.

B2 Skills and Traits of *Technological Design*

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students use a simple design process and basic tools and materials to solve a problem or create a product.</p> <p>a. Describe a design problem in their own words.</p> <p>b. Propose a way to build something or cause something to work better.</p> <p>c. Use suitable tools, materials, safe techniques, and measurements to implement a proposed solution to a design problem.</p> <p>d. Judge how well a product or design solved a problem.</p> <p>e. Present a design or solution to a problem using oral, written, or pictorial means of communication.</p>	<p>Students use a design process, simple tools, and a variety of materials to solve a problem or create a product, recognizing the constraints that need to be considered.</p> <p>a. Identify and explain a simple design problem and a solution related to the problem.</p> <p>b. Propose a solution to a design problem that recognizes constraints including cost, materials, time, space, or safety.</p> <p>c. Use appropriate tools, materials, safe techniques, and quantitative measurements to implement a proposed solution to a design problem.</p> <p>d. Balance simple constraints in carrying out a proposed solution to a design problem.</p> <p>e. Evaluate their own design results,</p>	<p>Students use a systematic process, tools, equipment, and a variety of materials to design and produce a solution or product to meet a specified need, using established criteria.</p> <p>a. Identify appropriate problems for <i>technological design</i>.</p> <p>b. Design a solution or product.</p> <p>c. Communicate a proposed design using drawings and simple <i>models</i>.</p> <p>d. Implement a proposed design.</p> <p>e. Evaluate a completed design or product.</p> <p>f. Suggest improvements for their own and others' designs and try out proposed modifications.</p> <p>g. Explain the design process including the stages of problem identification, solution design, implementation, and evaluation.</p>	<p>Students use a systematic process, tools and techniques, and a variety of materials to design and produce a solution or product that meets new needs or improves existing designs.</p> <p>a. Identify new problems or a current design in need of improvement.</p> <p>b. Generate alternative design solutions.</p> <p>c. Select the design that best meets established criteria.</p> <p>d. Use <i>models</i> and simulations as prototypes in the design planning process.</p> <p>e. Implement the proposed design solution.</p> <p>f. Evaluate the solution to a design problem and the consequences of that solution.</p> <p>g. Present the problem, design process, and solution to a design</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	as well as those of others, using established criteria. f. Modify designs based on results of evaluations. g. Present the design problem, process, and design or solution using oral, written, and/or pictorial means of communication.		problem including models, diagrams, and demonstrations.

C. **The Scientific and Technological Enterprise:** Students understand the history and nature of scientific knowledge and technology, the processes of inquiry and *technological design*, and the impacts science and technology have on society and the environment.

C1 Understandings of Inquiry

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students describe the use of questions and accurate communication in scientists' work. a. Describe how scientific investigations involve asking and answering a question. b. Point out the importance of describing things and investigations accurately so others can learn about them or repeat them.	Students describe how scientific investigations result in explanations that are communicated to other scientists. a. Describe how scientists answer questions by developing explanations based on observations, evidence, and knowledge of the natural world. b. Describe how scientists make their explanations public.	Students describe how scientists use varied and systematic approaches to investigations that may lead to further investigations. a. Explain how the type of question informs the type of investigation. b. Explain why it is important to identify and control variables and replicate trials in experiments. c. Describe how scientists' analyses of findings can lead to new investigations.	Students describe key aspects of scientific investigations: that they are guided by <i>scientific principles</i> and knowledge, that they are performed to test ideas, and that they are communicated and defended publicly. a. Describe how hypotheses and past and present knowledge guide and influence scientific investigations. b. Describe how scientists defend

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
			their evidence and explanations using logical arguments and verifiable results.

C2 Understandings About Science and Technology

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students recognize that people have always engaged in science and technology and that there is a difference between the natural and designed worlds.</p> <p>a. Recognize that people have always had problems and invented tools and ways of doing things to solve problems.</p> <p>b. Distinguish between objects that occur in nature and objects that are man-made.</p>	<p>Students describe why people use science and technology and how scientists and engineers work.</p> <p>a. Describe how scientists seek to answer questions and explain the natural world.</p> <p>b. Describe how engineers seek solutions to problems through the design and production of products.</p>	<p>Students understand and compare the similarities and differences between scientific inquiry and <i>technological design</i>.</p> <p>a. Compare the process of scientific inquiry to the process of <i>technological design</i>.</p> <p>b. Explain how constraints and consequences impact scientific inquiry and <i>technological design</i>.</p>	<p>Students explain how the relationship between scientific inquiry and <i>technological design</i> influences the advancement of ideas, products, and <i>systems</i>.</p> <p>a. Provide an example that shows how science advances with the introduction of new technologies and how solving technological problems often impacts new scientific knowledge.</p> <p>b. Provide examples of how creativity, imagination, and a good knowledge base are required to advance scientific ideas and <i>technological design</i>.</p> <p>c. Provide examples that illustrate how technological solutions to problems sometimes lead to new problems or new fields of inquiry.</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

C3 Science, Technology, and Society

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicators are stated, students are expected to have instructional experiences that describe influences of science and technology on their own lives.</p>	<p>Students identify and describe the influences of science and technology on people and the environment.</p> <ul style="list-style-type: none"> a. Explain how scientific and technological information can help people make safe and healthy decisions. b. Give examples of changes in the environment caused by natural or man-made influences. c. Explain that natural resources are limited, and that reusing, recycling, and reducing materials and using renewable resources is important. 	<p>Students identify and describe the role of science and technology in addressing personal and societal challenges.</p> <ul style="list-style-type: none"> a. Describe how science and technology can help address societal challenges including population, natural hazards, sustainability, personal health and safety, and environmental quality. b. Identify personal choices that can either positively or negatively impact society including population, ecosystem sustainability, personal health, and environmental quality. c. Identify factors that influence the development and use of science and technology. 	<p>Students describe the role of science and technology in creating and solving contemporary issues and challenges.</p> <ul style="list-style-type: none"> a. Explain how science and technology influence the <i>carrying capacity</i> and sustainability of the planet. b. Explain how ethical, societal, political, economic, and cultural factors influence personal health, safety, and the quality of the environment. c. Explain how ethical, societal, political, economic, religious, and cultural factors influence the development and use of science and technology.

C4 History and Nature of Science

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicators are stated, students are expected to have instructional experiences that</p>	<p>No performance indicator.</p> <p>Although no performance indicators are stated, students are expected to have instructional experiences that</p>	<p>Students describe historical examples that illustrate how science advances knowledge through the scientists involved and through the ways scientists think</p>	<p>Students describe the human dimensions and traditions of science, the nature of scientific knowledge, and historical episodes in science that impacted science</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
describe how people use science in their lives.	describe how science helps people understand the natural world.	<p>about their work and the work of others.</p> <ul style="list-style-type: none"> a. Describe how women and men of various backgrounds, working in teams or alone and communicating about their ideas extensively with others, engage in science, engineering, and related fields. b. Describe a breakthrough from the history of science that contributes to our current understanding of science. c. Describe and provide examples that illustrate that science is a human endeavor that generates explanations based on verifiable evidence that are subject to change when new evidence does not match existing explanations. 	<p>and society.</p> <ul style="list-style-type: none"> a. Describe the ethical traditions in science including peer review, truthful reporting, and making results public. b. Select and describe one of the major episodes in the history of science including how the scientific knowledge changed over time and any important effects on science and society. c. Give examples that show how societal, cultural, and personal beliefs and ways of viewing the world can bias scientists. d. Provide examples of criteria that distinguish scientific explanations from pseudoscientific ones.

D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.

D1 Universe and Solar System

Performance Indicators & Descriptors

Pre-K-2	3-5	6-8	9-Diploma
<p>Students describe the movement of objects across the sky, as seen from Earth.</p> <p>a. Describe how the sun and moon seem to move across the sky.</p> <p>b. Describe the changes in the appearance of the moon from day to day.</p>	<p>Students describe the positions and apparent motions of different objects in and beyond our solar system and how these objects can be viewed from Earth.</p> <p>a. Show the locations of the sun, Earth, moon, and planets and their orbits.</p> <p>b. Observe and report on observations that the sun appears to move across the sky in the same way every day, but its path changes slowly over the seasons.</p> <p>c. Recognize that the sun is a star and is similar to other stars in the universe.</p>	<p>Students explain the movements and describe the location, composition, and characteristics of our solar system and universe, including planets, the sun, and galaxies.</p> <p>a. Describe the different kinds of objects in the solar system including planets, sun, moons, asteroids, and comets.</p> <p>b. Explain the motions that cause days, years, phases of the moon, and eclipses.</p> <p>c. Describe the location of our solar system in its galaxy and explain that other galaxies exist and that they include stars and planets.</p>	<p>Students explain the physical formation and changing nature of our universe and solar system, and how our past and present knowledge of the universe and solar system developed.</p> <p>a. Explain why the unit of light years can be used to describe distances to objects in the universe and use light years to describe distances.</p> <p>b. Explain the role of gravity in forming and maintaining planets, stars, and the solar system.</p> <p>c. Outline the age, origin, and process of formation of the universe as currently understood by science.</p> <p>d. Describe the major events that have led to our current understanding of the universe and the current technologies used to further our understanding.</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

D2 Earth**Performance Indicators & Descriptors**

Pre-K-2	3-5	6-8	9-Diploma
<p>Students describe Earth's weather and surface materials and the different ways they change.</p> <p>a. Explain that the sun warms the air, water, and land.</p> <p>b. Describe the way in which weather changes over months.</p> <p>c. Describe what happens to water left in an open container as compared to water left in a closed container.</p>	<p>Students describe the properties of Earth's surface materials, the processes that change them, and cycles that affect the Earth.</p> <p>a. Explain the effects of the rotation of Earth on the day/night cycle, and how that cycle affects local temperature.</p> <p>b. Describe the various forms water takes in the air and how that relates to weather.</p> <p>c. Explain how wind, waves, water, and ice reshape the surface of Earth.</p> <p>d. Describe the kinds of materials that form rocks and soil.</p> <p>e. Recognize that the sun is the source of Earth's surface heat and light energy.</p> <p>f. Explain how the substance called air surrounds things, takes up space, and its movement can be felt as wind.</p>	<p>Students describe the various cycles, physical and biological forces and processes, position in space, energy transformations, and human actions that affect the short-term and long-term changes to the Earth.</p> <p>a. Explain how the tilt of Earth's rotational axis relative to the plane of its yearly orbit around the sun affects the day length and sunlight intensity to cause seasons.</p> <p>b. Describe Earth Systems - biosphere, atmosphere, hydrosphere and lithosphere - and cycles and interactions within them (including water moving among and between them, rocks forming and transforming, and weather formation).</p> <p>c. Give several reasons why the climate is different in different regions of the Earth.</p> <p>d. Describe significant Earth resources and how their limited supply affects how they are used.</p> <p>e. Describe the effect of gravity on objects on Earth.</p> <p>f. Give examples of abrupt changes</p>	<p>Students describe and analyze the biological, physical, energy, and human influences that shape and alter Earth Systems.</p> <p>a. Describe and analyze the effect of solar radiation, ocean currents, and atmospheric conditions on the Earth's surface and the habitability of Earth.</p> <p>b. Describe Earth's internal energy sources and their role in plate tectonics.</p> <p>c. Describe and analyze the effects of biological and geophysical influences on the origin and changing nature of Earth Systems.</p> <p>d. Describe and analyze the effects of human influences on Earth Systems.</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
		and slow changes in Earth Systems.	

D3 Matter and Energy

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students use observable characteristics to describe objects and materials and changes to physical properties of materials.</p> <p>a. Describe objects in terms of what they are made of and their physical properties.</p> <p>b. Describe changes in properties of materials when mixed, heated, frozen, or cut.</p>	<p>Students describe properties of objects and materials before and after they undergo a change or interaction.</p> <p>a. Describe how the weight of an object compares to the sum of the weight of its parts.</p> <p>b. Illustrate how many different substances can be made from a small number of basic ingredients.</p> <p>c. Describe properties of original materials, and the new material(s) formed, to demonstrate that a change has occurred.</p> <p>d. Describe what happens to the temperatures of objects when a warmer object is near a cooler object.</p> <p>e. Describe how the heating and cooling of water and other materials can change the properties of the materials.</p> <p>f. Explain that the properties of a</p>	<p>Students describe physical and chemical properties of matter, interactions and changes in matter, and transfer of energy through matter.</p> <p>a. Describe that all matter is made up of atoms and distinguish between/among elements, atoms, and molecules.</p> <p>b. Describe how physical characteristics of elements and types of reactions they undergo have been used to create the Periodic Table.</p> <p>c. Describe the difference between physical and chemical change.</p> <p>d. Explain the relationship of the motion of atoms and molecules to the states of matter for gases, liquids, and solids.</p> <p>e. Explain how atoms are packed together in arrangements that compose all substances including</p>	<p>Students describe the structure, behavior, and interactions of matter at the atomic level and the relationship between matter and energy.</p> <p>a. Describe the structure of atoms in terms of neutrons, protons, and electrons and the role of the atomic structure in determining chemical properties.</p> <p>b. Describe how the number and arrangement of atoms in a molecule determine a molecule's properties, including the types of bonds it makes with other molecules and its mass, and apply this to predictions about chemical reactions.</p> <p>c. Explain the essential roles of carbon and water in life processes.</p> <p>d. Describe how light is emitted and absorbed by atoms' changing</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	<p>material may change but the total amount of material remains the same.</p> <p>g. Explain that materials can be composed of parts too small to be seen without magnification.</p>	<p>elements, compounds, mixtures, and solutions.</p> <p>f. Explain and apply the understanding that substances have characteristic properties, including density, boiling point, and solubility and these properties are not dependent on the amount of matter present.</p> <p>g. Use the idea of atoms to explain the conservation of matter.</p> <p>h. Describe several different types of energy forms including heat energy, chemical energy, and mechanical energy.</p> <p>i. Use examples of energy transformations from one form to another to explain that energy cannot be created or destroyed.</p> <p>j. Describe how <i>heat</i> is transferred from one object to another by conduction, convection, and/or radiation.</p> <p>k. Describe the properties of solar radiation and its interaction with objects on Earth.</p>	<p>energy levels, and how the results can be used to identify a substance.</p> <p>e. Describe factors that affect the rate of chemical reactions (including concentration, pressure, temperature, and the presence of molecules that encourage interaction with other molecules).</p> <p>f. Apply an understanding of the factors that affect the rate of chemical reaction to predictions about the rate of chemical reactions.</p> <p>g. Describe nuclear reactions, including fusion and fission, and the energy they release.</p> <p>h. Describe radioactive decay and half-life.</p> <p>i. Explain the relationship between kinetic and potential energy and apply the knowledge to solve problems.</p> <p>j. Describe how in energy transformations the total amount of energy remains the same, but because of inefficiencies (<i>heat</i>, sound, and vibration) useful energy is often lost through radiation or conduction.</p> <p>k. Apply an understanding of energy</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
			transformations to solve problems. I. Describe the relationship among <i>heat, temperature</i> , and pressure in terms of the actions of atoms, molecules, and ions.

D4 Force and Motion

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students describe how objects move in different ways.</p> <p>a. Describe different ways things move and what it takes to start objects moving, keep objects moving, or stop objects.</p> <p>b. Give examples of things that make sound by vibrating.</p>	<p>Students summarize how various forces affect the motion of objects.</p> <p>a. Predict the effect of a given force on the motion of an object.</p> <p>b. Describe how fast things move by how long it takes them to go a certain distance.</p> <p>c. Describe the path of an object.</p> <p>d. Give examples of how gravity, magnets, and electrically charged materials push and pull objects.</p>	<p>Students describe the force of gravity, the motion of objects, the properties of waves, and the wavelike property of energy in light waves.</p> <p>a. Describe the similarities and differences in the motion of sound vibrations, earthquakes, and light waves.</p> <p>b. Explain the relationship among visible light, the electromagnetic spectrum, and sight.</p> <p>c. Describe and apply an understanding of how the gravitational force between any two objects would change if their mass or the distance between them changed.</p> <p>d. Describe and apply an understanding of how electric</p>	<p>Students understand that the laws of force and motion are the same across the universe.</p> <p>a. Describe the contribution of Newton to our understanding of force and motion, and give examples of and apply Newton's three laws of motion and his theory of gravitation.</p> <p>b. Explain and apply the ideas of relative motion and frame of reference.</p> <p>c. Describe the relationship between electric and magnetic fields and forces, and give examples of how this relationship is used in modern technologies.</p> <p>d. Describe and apply characteristics of waves including wavelength, frequency, and amplitude.</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
		<p>currents and magnets can exert force on each other.</p> <p>e. Describe and apply an understanding of the effects of multiple forces on an object, and how unbalanced forces will cause changes in the speed or direction.</p>	<p>e. Describe and apply an understanding of how waves interact with other waves and with materials including reflection, refraction, and absorption.</p> <p>f. Describe kinetic energy (the energy of motion), potential energy (dependent on relative position), and energy contained by a field (including electromagnetic waves) and apply these understandings to energy problems.</p>

E. The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.

E1 Biodiversity

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students describe similarities and differences in the observable behaviors, features, and needs of plants and animals.</p> <p>a. Describe similarities and differences in the way plants and</p>	<p>Students compare living things based on their behaviors, external features, and environmental needs.</p> <p>a. Describe how living things can be sorted in many ways, depending on which features or behaviors are</p>	<p>Students differentiate among organisms based on biological characteristics and identify patterns of similarity.</p> <p>a. Compare physical characteristics that differentiate organisms into</p>	<p>Students describe and analyze the evidence for relatedness among and within diverse populations of organisms and the importance of biodiversity.</p> <p>a. Explain how the variation in</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>animals look and the things that they do.</p> <p>b. Describe some features of plants and animals that help them live in different environments.</p> <p>c. Describe how organisms change during their lifetime.</p>	<p>used to sort them, and apply this understanding to sort living things.</p> <p>b. Describe the changes in external features and behaviors of an organism during its life cycle.</p>	<p>groups (including plants that use sunlight to make their own food, animals that consume energy-rich food, and organisms that cannot easily be classified as either).</p> <p>b. Explain how biologists use internal and external anatomical features to determine relatedness among organisms and to form the basis for classification <i>systems</i>.</p> <p>c. Explain ways to determine whether organisms are the same species.</p> <p>d. Describe how external and internal structures of animals and plants contribute to the variety of ways organisms are able to find food and reproduce.</p>	<p>structure and behavior of a population of organisms may influence the likelihood that some members of the species will have adaptations that allow them to survive in a changing environment.</p> <p>b. Describe the role of DNA sequences in determining the degree of kinship among organisms and the identification of species.</p> <p>c. Analyze the relatedness among organisms using structural and molecular evidence.</p> <p>d. Analyze the effects of changes in biodiversity and predict possible consequences.</p>

E2 Ecosystems

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students understand how plants and animals depend on each other and the environment in which they live.</p> <p>a. Explain that animals use plants and other animals for food, shelter, and nesting.</p>	<p>Students describe ways organisms depend upon, interact within, and change the living and non-living environment as well as ways the environment affects organisms.</p> <p>a. Explain how changes in an organism's habitat can</p>	<p>Students examine how the characteristics of the physical, non-living (abiotic) environment, the types and behaviors of living (biotic) organisms, and the flow of matter and energy affect organisms and the ecosystem of which they are part.</p>	<p>Students describe and analyze the interactions, cycles, and factors that affect short-term and long-term ecosystem stability and change.</p> <p>a. Explain why ecosystems can be reasonably stable over hundreds</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
b. Compare different animals and plants that live in different environments of the world.	<p>influence its survival.</p> <p>b. Describe that organisms all over the Earth are living, dying, and decaying and new organisms are being produced by the old ones.</p> <p>c. Describe some of the ways in which organisms depend on one another, including animals carrying pollen and dispersing seeds.</p> <p>d. Explain how the food of most animals can be traced back to plants and how animals use food for energy and repair.</p> <p>e. Explain how organisms can affect the environment in different ways.</p>	<p>a. List various kinds of resources within different biomes for which organisms compete.</p> <p>b. Describe ways in which two types of organisms may interact (including competition, predator/prey, producer/consumer/decomposer, parasitism, and mutualism) and describe the positive and negative consequences of such interactions.</p> <p>c. Describe the source and flow of energy in the two major food webs, terrestrial and marine.</p> <p>d. Describe how matter and energy change from one form to another in living things and in the physical environment.</p> <p>e. Explain that the total amount of matter in the environment stays the same even as its form and location change.</p>	<p>or thousands of years, even though populations may fluctuate.</p> <p>b. Describe dynamic equilibrium in ecosystems and factors that can, in the long run, lead to change in the normal pattern of cyclic fluctuations and apply that knowledge to actual situations.</p> <p>c. Explain the concept of <i>carrying capacity</i> and list factors that determine the amount of life that any environment can support.</p> <p>d. Describe the critical role of photosynthesis and how energy and the chemical elements that make up molecules are transformed in ecosystems and obey basic conservation laws.</p>

E3 Cells**Performance Indicators & Descriptors**

Pre-K-2	3-5	6-8	9-Diploma
<p>Students describe parts and wholes of living things, their basic needs, and the structures and processes that help them stay alive.</p> <p>a. List living things and their parts. Explain that parts of living things that are so small we can only see them using magnifiers.</p> <p>b. List the basic things that most organisms need to survive.</p> <p>c. Identify structures that help organisms do things to stay alive.</p>	<p>Students describe how living things are made up of one or more cells and the ways cells help organisms meet their basic needs.</p> <p>a. Give examples of organisms that consist of a single cell and organisms that are made of a collection of cells.</p> <p>b. Compare how needs of living things are met in single-celled and multi-celled organisms.</p>	<p>Students describe the hierarchy of organization and function in organisms, and the similarities and differences in structure, function, and needs among and within organisms.</p> <p>a. Describe the basic functions of organisms carried out within cells including the extracting of energy from food and the elimination of wastes.</p> <p>b. Explain the relationship among cells, tissues, organs, and organ <i>systems</i>, including how tissues and organs serve the needs of cells and organisms.</p> <p>c. Compare the structures, <i>systems</i>, and interactions that allow single-celled organisms and multi-celled plants and animals, including humans, to defend themselves, acquire and use energy, self-regulate, reproduce, and coordinate movement.</p> <p>d. Explain that all living things are composed of cells numbering from just one to millions.</p>	<p>Students describe structure and function of cells at the intracellular and molecular level including differentiation to form <i>systems</i>, interactions between cells and their environment, and the impact of cellular processes and changes on individuals.</p> <p>a. Describe the similarities and differences in the basic functions of cell membranes and of the specialized parts within cells that allow them to transport materials, capture and release energy, build proteins, dispose of waste, communicate, and move.</p> <p>b. Describe the relationship among DNA, protein molecules, and amino acids in carrying out the work of cells and how this is similar among all organisms.</p> <p>c. Describe the interactions that lead to cell growth and division (mitosis) and allow new cells to carry the same information as the original cell (meiosis).</p> <p>d. Describe ways in which cells can malfunction and put an organism at risk.</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
			<ul style="list-style-type: none"> e. Describe the role of regulation and the processes that maintain an internal environment amidst changes in the external environment. f. Describe the process of metabolism that allows a few key biomolecules to provide cells with necessary materials to perform their functions. g. Describe how cells differentiate to form specialized <i>systems</i> for carrying out life functions.

E4 Heredity and Reproduction

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students describe the cycle of birth, development, and death in different organisms and the ways in which organisms resemble their parents.</p> <ul style="list-style-type: none"> a. Give examples of how organisms are like their parents and not like them. b. Describe the life cycle of a plant or animal (including being born, growing, reproducing, and dying). 	<p>Students describe characteristics of organisms, and the reasons why organisms differ from or are similar to their parents.</p> <ul style="list-style-type: none"> a. Name some likenesses between children and parents that are inherited, and some that are not. b. Explain that in order for offspring to look like their parents, information related to inherited likenesses must be handed from 	<p>Students describe the general characteristics and mechanisms of reproduction and heredity in organisms, including humans, and ways in which organisms are affected by their genetic traits.</p> <ul style="list-style-type: none"> a. Explain that sexual reproduction includes fertilization that results in the inclusion of genetic information from each parent and determines the inherited traits that 	<p>Students examine the role of DNA in transferring traits from generation to generation, in differentiating cells, and in evolving new species.</p> <ul style="list-style-type: none"> a. Explain some of the effects of the sorting and recombination of genes in sexual reproduction. b. Describe genes as segments of DNA that contain instructions for the cells and include information

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	parents to offspring in a reliable manner.	are a part of every cell. b. Identify some of the risks to the healthy development of an embryo including mother's diet, lifestyle, and hygiene. c. Describe asexual reproduction as a process by which all genetic information comes from one parent and determines the inherited traits that are a part of every cell.	that leads to the differentiation of cells. c. Explain how the instructions in DNA that lead to cell differentiation result in varied cell functions in the organism and DNA. d. Describe the possible causes and effects of gene mutations.

E5 Evolution

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students describe similarities and differences between present day and past organisms that helped the organisms live in their environment.</p> <p>a. Describe some organisms' features that allow the organisms to live in places others cannot. b. Explain how some kinds of organisms that once lived on Earth have completely disappeared, although they were similar to some that are alive today.</p>	<p>Students describe the fossil evidence and present explanations that help us understand why there are differences among and between present and past organisms.</p> <p>a. Explain advantages and disadvantages gained when some individuals of the same kind are different in their characteristics and behavior. b. Compare fossils to one another and to living organisms according to their similarities and</p>	<p>Students describe the evidence that evolution occurs over many generations, allowing species to acquire many of their unique characteristics or adaptations.</p> <p>a. Explain how the layers of sedimentary rock and their contained fossils provide evidence for the long history of Earth and for the long history of changing life. b. Describe how small differences between parents and offspring can lead to descendants who are very</p>	<p>Students describe the interactions between and among species, populations, and environments that lead to natural selection and evolution.</p> <p>a. Describe the premise of biological evolution, citing evidence from the fossil record and evidence based on the observation of similarities within the diversity of existing organisms. b. Describe the origins of life and how the concept of natural selection provides a mechanism</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	differences.	different from their ancestors. c. Describe how variations in the behavior and traits of an offspring may permit some of them to survive a changing environment. d. Explain that new varieties of cultivated plants and domestic animals can be developed through genetic modification and describe the impacts of the new varieties of plants and animals.	for evolution that can be advantageous or disadvantageous to the next generation. c. Explain why some organisms may have characteristics that have no apparent survival or reproduction advantage. d. Relate structural and behavioral adaptations of an organism to its survival in the environment.

SOCIAL STUDIES

The primary purpose of social studies is to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council of the Social Studies, 1994, p.3). The great architects of American public education, such as Thomas Jefferson, Horace Mann, and John Dewey, believed that every student must be well versed in our nation's history, the principles and practices which undergird citizenship, and the institutions that define our government. Understandings of commerce and geography were critical to their thinking as well. In essence, Jefferson, Mann, and Dewey viewed the study of social studies as critical to the mission of public schools. Indeed, they would applaud the inclusion of a "responsible and involved citizen" in the Guiding Principles, as well as social studies as one of eight content areas in the *Learning Results*.

A strong social studies education depends upon a clear understanding of its interrelated disciplines. Without knowledge of the geography and economics of earlier times, history offers only lists of people, events, and dates. Without knowledge of history, the institutions of American government and the dynamics of today's global economy are difficult to understand. Although social studies curricula vary in their breadth and depth, the Social Studies Standards reflect a focus on government, history, geography, and economics as the pillars of the content, with other disciplines within the social sciences deemed important, but not essential.

Key Ideas in the Social Studies Standards:

Understand - The word "understand" appears in performance indicators throughout the Social Studies Standards. It refers to a variety of different levels on Bloom's taxonomy and was used intentionally to serve as an umbrella term for the cognitive demand that is described by the descriptors beneath the performance indicators. Look to the descriptors to define the level of cognitive demand for student performance.

Various -The Social Studies Standards refer to "various" peoples, nations, regions of the world, historical eras, and enduring themes. School administrative units should develop a local curriculum that assists students in gaining a coherent, broad perspective on a variety of peoples, nations, regions, historical eras, and enduring themes.

Major Enduring Themes - The term "major enduring themes" is used in several places in the Social Studies Standards. This term refers to general topics or issues that have been relevant over a long period of time. Using a consistent set of themes can serve as a framework within which other concepts, topics, and facts can be organized. It can also help students make connections between events within and across historical eras, and use history to help make informed decisions. Four different lists of major themes are provided, and schools may select from them based on their judgment of which list will best serve the learning of their students.

Eras – School Administrative Units (SAU) should develop a coherent curriculum that provides students with a balanced exposure to the major eras of United States and World History. The term "various eras" in this document refers to those eras that are selected by an SAU to build a cohesive, balanced understanding. The "eras", some of which overlap, include:

Learning Results: Parameters for Essential Instruction

2007

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

<p><u>Eras in United States History</u></p> <ol style="list-style-type: none"> 1. The Americas to 1600 2. The Colonial Era, 1500-1754 3. The Revolutionary Era, 1754-1783 4. Nation Building, 1783-1815 5. The Expanding Nation, 1815-1850 6. Civil War and Reconstruction, 1850-1877 7. Development of the Industrial United States, 1865-1914 8. The Progressive Era, 1890-1914 9. Emergence of the United States as a World Power, 1890-1920 10. The 1920's: Prosperity and Problems 11. The Depression and The New Deal, 1929-1941 12. World War II and Postwar United States, 1939-1961 13. Contemporary United States, 1961-Present 	<p><u>Eras in World History</u></p> <ol style="list-style-type: none"> 1. The Emergence of Civilization to 1000 BC 2. The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC – 600 AD 3. The Expansion and Interaction of Civilizations, 600 AD – 1450 AD 4. The Early Modern World, 1450 – 1800 5. The World in the Nineteenth Century 6. The World in the Contemporary Era
--	---

Maine Native Americans - The phrase Maine Native Americans refers to the four Maine Native American tribes – the Penobscot, the Passamaquoddy, the Micmac, and the Maliseet.

Unity and Diversity - The Civics and Government, Economics, Geography, and History Standards all include performance indicators that address individual, cultural, international, and global connections. It will be up to the SAU to determine whether they use these performance indicators as an opportunity to integrate across the disciplines of the social studies or address them separately. In whatever manner the SAU addresses the instruction related to these performance indicators, it is critical that schools understand the importance of addressing the issues that both unify and divide. The following should help to provide clarity about the ideas related to unity and diversity that are contained in these performance indicators.

Unity and Diversity - The concepts of "unity" and "diversity" apply to the Civics and Government, Economics, Geography, and History Standards in Social Studies. Unity and diversity have long been valued in the United States as foundations of the unique character of our society. People throughout our nation's history have come from distinct and varied cultural, political, and religious backgrounds and perspectives. They have helped to shape and have participated in our national life based on the shared democratic values represented in our founding documents. We build common bonds of unity based on the democratic values, processes, and institutions that support our democratic way of life. At the same time we recognize the unique contributions, traditions, and perspectives of various groups and cultures. The concepts of unity and diversity also play a role in geography and economics. Diversity and unity influence the settlement and the economics of communities, regions, and nations. For example, in some cases a geographic factor such as a river serves as a resource that may bind a region, community, or a group of people of similar ethnic origins together. Economic systems or activities may unify a community or region; in other cases

economic influences may lead to economic diversity. **The Social Studies Standards define the essential knowledge related to the concepts of unity and diversity under the broad umbrella of the performance indicators set forth at B3, C2, D2, and E2 which address Individual, Cultural, International, and Global Connections in civics and government, economics, geography, and history, respectively.**

Embedded Definition of the Social Studies Disciplines - The first performance indicator of each of these disciplines includes a descriptor that provides a definition of each of these disciplines that develops across the grade spans. This series of descriptors provides a developmentally appropriate picture of what is learned in the discipline, and should help to ensure that students will be able to distinguish among the disciplines of the social studies and what the individuals engaged in those areas of study do, and to understand which discipline or combinations of disciplines best address specific topics and issues.

OUTLINE OF SOCIAL STUDIES STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Applications of Social Studies Processes, Knowledge, and Skills

- 1. Researching and Developing Positions on Current Social Studies Issues**
- 2. Making Decisions Using Social Studies Knowledge and Skills**
- 3. Taking Action Using Social Studies Knowledge and Skills**

B. Civics and Government

- 1. Knowledge, Concepts, Themes, and Patterns of Civics/Government**
- 2. Rights, Duties, Responsibilities, and Citizen Participation in Government**
- 3. Individual, Cultural, International, and Global Connections in Civics and Government**

C. Economics

- 1. Economic Knowledge, Concepts, Themes, and Patterns**
- 2. Individual, Cultural, International, and Global Connections in Economics**

D. Geography

- 1. Geographic Knowledge, Concepts, Themes, and Patterns**
- 2. Individual, Cultural, International, and Global Connections in Geography**

E. History

- 1. Historical Knowledge, Concepts, Themes, and Patterns**
- 2. Individual, Cultural, International, and Global Connections in History**

- A. **Applications of Social Studies Processes, Knowledge, and Skills:** Students apply critical thinking, a research process, and *discipline-based processes* and knowledge from civics/government, economics, geography, and history in *authentic contexts*.

A1 Researching and Developing Positions on Current Social Studies Issues

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</p> <ol style="list-style-type: none"> Identify questions related to social studies. Follow an established procedure for locating sources appropriate to reading level. Locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs. Organize findings. Share information gathered using oral and visual examples. 	<p>Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.</p> <ol style="list-style-type: none"> Identify research questions related to social studies - seeking multiple perspectives from varied sources. Identify key words and concepts related to research questions, making adjustments when necessary. Locate and access information by using <i>text features</i>. Collect, evaluate, and organize for a specific purpose. Communicate findings from a variety of <i>print and non-print sources</i>. Describe plagiarism and demonstrate appropriate <i>citation</i>. Distinguish between facts and opinions/interpretations in sources. 	<p>Students research, select, and present a position on a <i>current social studies issue</i> by proposing and revising research questions, and locating and selecting information from multiple and varied sources.</p> <ol style="list-style-type: none"> Propose and revise research questions related to a <i>current social studies issue</i>. Determine the nature and extent of information needed. Locate and access relevant information that includes multiple perspectives from varied sources. Demonstrate facility with note-taking, organizing information, and creating bibliographies. Distinguish between <i>primary and secondary sources</i>. Evaluate and verify the credibility of the information found in <i>print and non-print sources</i>. Use additional sources to resolve contradictory information. Summarize and interpret 	<p>Students research, develop, present, and defend positions on <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> Develop research questions related to a <i>current social studies issue</i>. Select and apply research methods that are appropriate for the purpose of the inquiry. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
		information found in varied sources and/or from fieldwork, experiments, and interviews. i. Select a clear supportable position. j. Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a <i>variety of audiences</i> . k. Use appropriate tools, methods, and sources from government, history, geography, economics, or related fields. l. Use information ethically and legally.	f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and <i>citations</i> . g. Develop a clear well-supported position. h. Present and defend a well-supported position to a <i>variety of audiences</i> using a prescribed format. i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields, including <i>ethical reasoning skills</i> . j. Access and present information ethically and legally.

A2 Making Decisions Using Social Studies Knowledge and Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.</p> <p>a. Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.</p>	<p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.</p> <p>a. Contribute equitably to collaborative discussions, examine alternative ideas, and</p>	<p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.</p> <p>a. Develop individual and collaborative decisions/plans by contributing equitably to</p>	<p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and <i>ethical reasoning skills</i>.</p> <p>a. Develop individual and collaborative decisions/plans by</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
b. Make a <i>real or simulated decision</i> related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills, and relevant information.	work cooperatively to share ideas, and individually and collaboratively develop a decision or plan. b. Make a <i>real or simulated decision</i> related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.	collaborative discussions, seeking and examining alternative ideas, considering the pros and cons, and thoughtfully and respectfully recognizing the contributions of other group members. b. Make a <i>real or simulated decision</i> related to the classroom, school, community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.	considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a <i>real or simulated decision</i> related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, <i>ethical reasoning skills</i> , and other relevant information.

A3 Taking Action Using Social Studies Knowledge and Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students select, plan, and participate in a <i>civic action</i> or <i>service-learning</i> project based on a classroom or school asset or need, and describe the project's potential civic contribution.	Students select, plan, and participate in a <i>civic action</i> or <i>service-learning</i> project based on a classroom, school or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.	Students select, plan, and implement a <i>civic action</i> or <i>service-learning</i> project based on a school, community, or State asset or need, and analyze the project's effectiveness and civic contribution.	Students select, plan, and implement a <i>civic action</i> or <i>service-learning</i> project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

B. Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students understand key ideas and processes that characterize democratic government in the community and the United States.</p> <p>a. Describe and provide examples of <i>democratic ideals</i>.</p> <p>b. Recognize symbols, monuments, celebrations, and leaders of local, State, and national government.</p> <p>c. Identify community workers and volunteers and the roles they play in promoting the common good.</p>	<p>Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.</p> <p>a. Explain that the study of government includes how governments are organized and how citizens participate.</p> <p>b. Explain and provide examples of <i>democratic ideals</i> and <i>constitutional principles</i> to include the rule of law, legitimate power, and common good.</p> <p>c. Explain and give examples of <i>governmental structures</i> including the legislative, executive, and judicial branches and the local, State, and national levels of government.</p> <p>d. Explain how leaders are elected and how laws are made and implemented.</p> <p>e. Explain that the <i>structures</i> and processes of <i>government</i> are described in documents, including</p>	<p>Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.</p> <p>a. Explain that the study of government includes the <i>structures</i> and functions of government and the political and civic activity of citizens.</p> <p>b. Analyze examples of <i>democratic ideals</i> and <i>constitutional principles</i> that include the rule of law, legitimate power, and common good.</p> <p>c. Describe the <i>structures</i> and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.</p> <p>d. Explain the concepts of federalism</p>	<p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>a. Explain that the study of government includes the <i>structures</i>, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.</p> <p>b. Evaluate <i>current issues</i> by applying <i>democratic ideals</i> and <i>constitutional principles</i> of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in <i>founding documents</i>.</p> <p>c. Explain how and why democratic institutions and interpretations of <i>democratic ideals</i> and</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	the Constitutions of Maine and the United States.	and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources. e. Compare how laws are made in Maine and at the federal level in the United States. f. Compare the <i>structures</i> and processes of United States government with examples of other forms of government.	<i>constitutional principles</i> change over time. d. Describe the purpose, structures, and processes of the <i>American political system</i> . e. Compare the <i>American political system</i> with examples of political systems from other parts of the world.

B2 Rights, Duties, Responsibilities, and Citizen Participation in Government

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students understand the concepts of <i>rights, duties, responsibilities,</i> and participation.</p> <p>a. Describe classroom <i>rights, duties, and responsibilities</i> including how students participate in some classroom decisions and are obliged to follow classroom rules.</p> <p>b. Explain the purpose of school/classroom rules and laws encountered in daily experiences</p>	<p>Students understand the basic <i>rights, duties, responsibilities,</i> and roles of citizens in a democracy.</p> <p>a. Identify the <i>rights, duties, and responsibilities</i> of citizens within the class, school, or community.</p> <p>b. Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United</p>	<p>Students understand constitutional and legal <i>rights, civic duties and responsibilities,</i> and roles of citizens in a constitutional democracy.</p> <p>a. Explain the constitutional and legal status of “citizen” and provide examples of <i>rights, duties, and responsibilities</i> of citizens.</p> <p>b. Describe how the powers of government are limited to protect</p>	<p>Students understand the constitutional and legal <i>rights,</i> the civic <i>duties and responsibilities,</i> and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <p>a. Explain the relationship between constitutional and legal <i>rights,</i> and civic <i>duties and responsibilities</i> in a constitutional democracy.</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
to promote the common good and the peaceful resolution of conflict.	<p>States citizen.</p> <p>c. Provide examples of how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p>	<p>individual rights and minority rights as described in the United States Constitution and the Bill of Rights.</p> <p>c. Analyze examples of the protection of rights in court cases or from current events.</p> <p>d. Analyze how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p>	<p>b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.</p> <p>c. Analyze the <i>constitutional principles</i> and the roles of the citizen and the government in major laws or cases.</p> <p>d. Compare the <i>rights, duties, and responsibilities</i> of United States citizens with those of citizens from other nations.</p> <p>e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p>

B3 Individual, Cultural, International, and Global Connections in Civics and Government

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans.</p> <p>a. Identify and compare similar and</p>	<p>Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans.</p> <p>a. Identify examples of unity and</p>	<p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures including Maine Native Americans.</p> <p>a. Explain basic constitutional,</p>	<p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>a. Analyze the constitutional,</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>differing interests and opinions students have related to classroom traditions and decisions.</p> <p>b. Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.</p>	<p>diversity in the United States that relate to how laws protect individuals or groups to support the common good.</p> <p>b. Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the world.</p>	<p>political, and civic aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations.</p> <p>b. Describe the <i>political structures</i> and civic responsibilities within diverse cultures, including Maine Native Americans, various <i>historical and recent immigrant groups</i> in the United States, and various cultures in the world.</p>	<p>political, and civic aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations.</p> <p>b. Analyze the <i>political structures</i>, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various <i>historical and recent immigrant groups</i> in Maine and the United States, and those of various world cultures.</p>

C. **Economics:** Students draw on concepts and processes from economics to understand issues of *personal finance* and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students understand the nature of economics as well as key foundation ideas.</p> <p>a. Describe economics as how people make choices about how to use <i>scarce resources</i> to meet</p>	<p>Students understand personal economics and the basis of the economies of the community, Maine, the United States, and various regions of the world.</p> <p>a. Explain that economics includes</p>	<p>Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the <i>economic systems</i> of Maine, the United States, and various regions of the</p>	<p>Students understand the principles and processes of personal economics, the role of markets, the <i>economic system</i> of the United States, and other <i>economic systems</i> in the world, and how economics serves to inform</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>their wants and needs.</p> <p>b. Describe how money is earned and managed in order to buy <i>goods and services</i> and save for the future.</p>	<p>the study of scarcity which leads to economic choices about what <i>goods and services</i> will be produced, how they will be distributed, and for whom they will be produced.</p> <p>b. Explain how <i>entrepreneurs</i> and other producers of <i>goods and services</i> help satisfy the wants and needs of consumers in a <i>market economy</i>, locally and nationally, by using <i>natural, human, and capital resources</i>.</p> <p>c. Describe situations in which personal choices are related to the use of financial resources and financial institutions including the use of money, consumption, savings, investment, and banking.</p>	<p>world.</p> <p>a. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to <i>market economy, entrepreneurship, supply and demand, and personal finance</i>.</p> <p>b. Describe the functions of <i>economic institutions</i> and <i>economic processes</i> including financial institutions, businesses, government, taxing, and trade.</p> <p>c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p>	<p>decisions in the present and future.</p> <p>a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of <i>goods and services</i> by business, and is the basis of individual <i>personal finance</i> management including saving and investing.</p> <p>b. Explain and analyze the role of financial institutions, the stock market, and government, including <i>fiscal, monetary, and trade policies</i>, in personal, business, and national economics.</p> <p>c. Evaluate different forms of money management, and the positive and negative impacts that credit can have on individual finances, using <i>economic reasoning</i>.</p> <p>d. Identify and explain various <i>economic indicators</i> and how they represent and influence economic activity.</p> <p>e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.</p> <p>f. Explain and apply the concepts of <i>specialization, economic</i></p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
			<p><i>interdependence</i>, and <i>comparative advantage</i>.</p> <p>g. Solve problems using the theory of <i>supply and demand</i>.</p>

C2 Individual, Cultural, International, and Global Connections in Economics

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students understand the influence of economics on individuals and groups in the United States and the world, including Maine Native Americans.</p> <p>a. Identify examples of how individuals, families, and communities, including Maine Native Americans, are influenced by <i>economic factors</i>.</p> <p>b. Describe the work and contribution of various groups to the economics of the local community in the past and present.</p>	<p>Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.</p> <p>a. Describe economic similarities and differences within the community, Maine, and the United States.</p> <p>b. Identify <i>economic processes</i>, <i>economic institutions</i>, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>	<p>Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p> <p>a. Describe factors in <i>economic development</i>, and how states, regions, and nations have worked together to promote economic unity and interdependence.</p> <p>b. Describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.</p>	<p>Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>a. Analyze the role of regional, international, and global organizations that are engaged in <i>economic development</i>.</p> <p>b. Compare a variety of <i>economic systems</i> and the <i>economic development</i> of Maine, the United States, and various regions of the world that are economically diverse.</p> <p>c. Analyze wealth, poverty, resource distribution, and other <i>economic factors</i> of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
			and the United States, and various world cultures.

- D. **Geography:** Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students understand the nature and basic ideas of geography.</p> <p>a. Explain that geography is the study of the Earth's surface and peoples.</p> <p>b. Create visual representations of the immediate neighborhood and community.</p> <p>c. Use basic maps and globes to identify local and distant <i>places</i> and <i>locations</i>, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.</p>	<p>Students understand the geography of the community, Maine, the United States, and various regions of the world.</p> <p>a. Explain that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.</p> <p>b. Create visual representations of the world, showing a basic understanding of the <i>geographic grid</i>, including the equator and prime meridian.</p> <p>c. Identify the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a</p>	<p>Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future.</p> <p>a. Explain that geography includes the study of physical, environmental, and cultural features of the State, nation, and various regions of the world to identify consequences of geographic influences and make predictions.</p> <p>b. Use the <i>geographic grid</i> and a variety of <i>types of maps</i> to gather geographic information.</p> <p>c. Identify the major regions of the</p>	<p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.</p> <p>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	variety of <i>geographic tools</i> . d. Explain examples of changes in the Earth's physical features and their impact on communities and regions.	Earth and their major physical features and political boundaries using a variety of <i>geographic tools</i> . d. Describe the impact of change, including technological change, on the physical and cultural environment.	<i>geographic tools</i> . c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. d. Evaluate the impact of change, including technological change, on the physical and cultural environment.

D2 Individual, Cultural, International, and Global Connections in Geography

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students understand the influence of geography on individuals and groups in the United States and the world, including Maine Native Americans. a. Identify the impacts of geographic features on individuals, families, and communities, including Maine Native Americans, in the United States and various other nations.	Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities. a. Identify examples of how geographic features unify communities and regions as well as support diversity. b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.	Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans. a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations. b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the	Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities. a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
		United States, and other cultures in the world.	United States, and other cultures in the world.

E. **History:** Students draw on concepts and processes from history to develop *historical* perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students understand the nature of history as well as key foundation ideas.</p> <p>a. Describe history as “stories” of the past.</p> <p>b. Identify a few key figures and events from personal history, and the history of the community, Maine, and the United States, especially those associated with historically-based traditions.</p> <p>c. Identify past, present, and future in stories, pictures, poems, songs, or videos.</p> <p>d. Apply terms such as “before” and</p>	<p>Students understand various major eras in the history of the community, Maine, and the United States.</p> <p>a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.</p> <p>b. Identify various major <i>historical</i> eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.</p> <p>c. Trace and explain how the history of</p>	<p>Students understand major eras, major enduring themes, and <i>historical</i> influences in the history of Maine, the United States, and various regions of the world.</p> <p>a. Explain that history includes the study of past human experience based on available evidence from a variety of sources; and explain how history can help one better understand and make informed decisions about the present and future.</p> <p>b. Identify and analyze major <i>historical</i> eras, major enduring</p>	<p>Students understand major eras, major enduring themes, and <i>historical</i> influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>a. Explain that history includes the study of the past based on the examination of a variety of <i>primary and secondary sources</i> and how history can help one better understand and make informed decisions about the present and future.</p> <p>b. Analyze and critique major</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>“after” in sequencing events.</p> <p>e. Create a brief <i>historical</i> account about family, the local community, or the nation by using artifacts, photographs, or stories of the past.</p>	<p>democratic principles is preserved in <i>historic symbols, monuments, and traditions</i> important in the community, Maine, and the United States.</p>	<p>themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.</p> <p>c. Trace and explain the history of <i>democratic ideals</i> and <i>constitutional principles</i> and their importance in the history of the United States and the world.</p> <p>d. Analyze interpretations of <i>historical</i> events that are based on different perspectives and evidence.</p>	<p><i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</p> <p>c. Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and the world using historical sources.</p> <p>d. Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p>

E2 Individual, Cultural, International, and Global Connections in History

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students understand <i>historical</i> aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans.</p> <p>a. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs</p>	<p>Students understand <i>historical</i> aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities.</p> <p>a. Describe examples in the history of the United States of diverse and shared values and traditions.</p> <p>b. Describe various cultural traditions</p>	<p>Students understand <i>historical</i> aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p> <p>a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.</p>	<p>Students understand <i>historical</i> aspects of unity and diversity in the United States and the world, including Native American communities.</p> <p>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations,</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>through stories, traditions, religion, celebrations, or the arts.</p> <p>b. Describe traditions of Maine Native Americans and various <i>historical and recent immigrant groups</i> and traditions common to all.</p>	<p>and contributions of Maine Native Americans and various <i>historical and recent immigrant groups</i> in the community, Maine, and the United States.</p>	<p>b. Identify and compare a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world. Describe major turning points and events in the history of Maine Native Americans, various <i>historical and recent immigrant groups</i> in Maine, the United States, and other cultures in the world.</p>	<p>and describe their effects.</p> <p>b. Identify and analyze major turning points and events in the history of Native Americans and various <i>historical and recent immigrant groups</i> in the United States, and other cultures in the world.</p>

VISUAL AND PERFORMING ARTS

The visual and performing arts are an essential part of every child's education. Engagement in the visual and performing arts deepens students' overall knowledge and skills, as well as their social and emotional development. Research shows that students involved in the visual and performing arts are more successful in school, more involved in their communities, and perform better on standardized tests.

The National Standards for Arts Education includes separate standards for dance, music, theatre, and visual arts. In 1997, the National Assessment of Educational Progress (NAEP) Arts assessment was developed with separate assessments in these disciplines. These four visual and performing arts disciplines are uniquely different from each other in literacy as well as creation and performance. Standards A and B of the Visual and Performing Arts Standards of the Maine *Learning Results* each include four separate strands (dance, music, theatre, and visual arts). In contrast, standards C, D, and E are representative of skills and knowledge in all four disciplines of the visual and performing arts. This format best represents both the unique and common aspects of the visual and performing arts. The decision about the breadth of the programming in the visual and performing arts resides with the School Administrative Units (SAU).

These Visual and Performing Arts Standards outline a comprehensive pathway to enable every high school graduate to exhibit proficiency in one or more of the visual and performing arts disciplines. The key to success is local commitment to the visual and performing arts. Staffing, scheduling, and resources vary from SAU to SAU. Research supports the implementation of a comprehensive visual and performing arts education curriculum to meet the learning needs of all students. Connecting the visual and performing arts with other content areas of the curriculum improves teaching and learning.

This document guides SAUs in developing comprehensive and sequential standards-based visual and performing arts curricula for student learning. The use of these standards may assist in the improvement of instruction generally, and impact student learning, not only in the visual and performing arts but in other content areas, as well.

OUTLINE OF VISUAL AND PERFORMING ARTS STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Disciplinary Literacy

Dance:

1. Terminology
2. Space
3. Time
4. Energy
5. Locomotor and Non-Locomotor Movement
6. Compositional Forms

Music:

1. Music Difficulty
2. Notation and Terminology
3. Listening and Describing

Theatre:

1. Terminology
2. Production

Visual Arts:

1. Artist's Purpose
2. Elements of Art and Principles of Design
3. Media, Tools, Techniques, and Processes

B. Creation, Performance, and Expression

Dance:

1. Communication
2. Sequencing
3. Solving Challenges
4. Technical Aspects

Music:

1. Style/Genre
2. Composition

Theatre:

1. Movement
2. Character
3. Improvisation

Visual Arts:

1. Media Skills
2. Composition Skills
3. Making Meaning
4. Exhibition

C. Creative Problem-Solving

1. Application of Creative Process

D. Aesthetics and Criticism

- 1. Aesthetics and Criticism

E. Visual and Performing Arts Connections

- 1. The Arts and History and World Cultures
- 2. The Arts and Other Disciplines
- 3. Goal-Setting
- 4. Impact of the Arts on Lifestyle and Career
- 5. Interpersonal Skills

A. **Disciplinary Literacy - Dance:** Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify <i>space, time, and energy</i> concepts.</p> <ul style="list-style-type: none"> a. Identify elements of space: high/low, forward/backward, near/far, and personal space, and wide/narrow and stretched/curled/twisted shape(s). b. Identify elements of <i>time</i>: steady and fast/slow beat. c. Identify elements of energy: hard/soft, light/strong, and resting/moving. 	<p>Students identify and describe the dance concepts of <i>space, time, energy, and composition form</i>.</p> <ul style="list-style-type: none"> a. Identify and describe elements of <i>space</i>: straight/curved/ zig-zag/ spiral pathways, and positive/negative space. b. Identify and describe elements of <i>time</i>: steady beat and tempo changes. c. Identify and describe sustained/abrupt <i>energy</i>. d. Identify and describe patterns of <i>composition form</i>. 	<p>Students identify and describe the dance terms of <i>time, composition, and style/tradition</i>.</p> <ul style="list-style-type: none"> a. Identify and describe <i>time</i>: complex meters. b. Identify and describe <i>composition</i>: phrasing. c. Identify and describe <i>style/tradition</i>: specific dances students learn from different cultures and/or their own. 	<p>Students apply accumulated knowledge of dance composition, dynamics, and terminology to describe and perform dances with greater complexity and variation</p>

A2 Space

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students demonstrate <i>space</i> concepts including high/low, forward/backward, near/far, and personal space and wide/narrow, and stretched/curled/twisted shape(s).	Students use <i>space</i> concepts to solve movement challenges including straight/curved/zig-zag/spiral pathways and positive/negative space.	Students apply <i>space</i> concepts in a repeatable movement phrase.	Students apply <i>space</i> concepts in an original repeatable, choreographed piece.

A3 Time

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students replicate tempo change using body movement.	Students identify and replicate a steady beat in varied tempos using body movement.	Students move to complex rhythm patterns and syncopation.	Students identify and move to rhythms of various <i>genres</i> .

A4 Energy

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students recognize and demonstrate hard/soft, light/strong, and resting/moving movements to show differences in energy qualities.	Students recognize and demonstrate sustained and abrupt movements to show differences in energy qualities.	Students explain and incorporate bound/free, tension/relaxation, indirect/direct movements to show differences in energy qualities.	Students incorporate <i>energy qualities</i> into a choreographed piece as a solo, small group, or ensemble.

A5 Locomotor and Non-Locomotor Movement

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and demonstrate <i>locomotor</i> and <i>non-locomotor/axial</i> skills.	Students demonstrate expressive combinations of <i>locomotor</i> and <i>non-locomotor/axial</i> skills.	Students combine and demonstrate the technical skills of <i>skeletal alignment</i> , strength, agility, and	Students integrate and demonstrate the technical skills of <i>skeletal alignment</i> , <i>body-part isolation</i> ,

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>a. Identify the difference between a <i>locomotor and non-locomotor/axial</i> skill.</p> <p>b. Demonstrate <i>locomotor</i> patterns using change in direction, level, and pathway.</p> <p>c. Demonstrate <i>non-locomotor/axial</i> skills.</p>	<p>a. Demonstrate combinations of <i>locomotor</i> patterns, with changes in direction, level, and path.</p> <p>b. Demonstrate a combination of <i>locomotor</i> and <i>non-locomotor/axial skills</i> into a pattern that may change direction, level, energy, or pathway.</p> <p>c. Demonstrate combinations of <i>non-locomotor/axial</i> skills.</p>	<p>coordination.</p>	<p>strength, flexibility, agility, and coordination.</p>

A6 Compositional Forms

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students replicate, with a partner, the dance <i>composition forms</i> of copying, mirroring, leading, and following.</p>	<p>Students replicate a <i>dance movement</i>.</p>	<p>Students replicate a <i>dance phrase</i>.</p>	<p>Students replicate dance <i>composition forms</i> and themes, including <i>narrative, canon, call and response, ab, aba, rondo, retrograde, palindrome, and theme and variation</i>.</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

A. **Disciplinary Literacy – Music:** Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Music Difficulty

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students accurately perform a short musical selection, both instrumentally and vocally, while modeling proper posture and <i>technique</i> , alone or with others.	Students accurately perform music in easy keys, <i>meters</i> , and rhythms with limited ranges, both instrumentally and vocally, while modeling proper posture and <i>technique</i> , alone or with others.	Students accurately perform music that includes changes of tempo, key, and <i>meter</i> in modest ranges with moderate technical demands, modeling proper posture and <i>technique</i> , alone or with others.	Students perform music that requires well-developed <i>technical skills</i> , attention to phrasing and interpretation, and the ability to perform various <i>meters</i> and rhythms in a variety of keys while modeling proper posture and <i>technique</i> , alone or with others.

A2 Notation and Terminology

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and read musical notation, symbols, and terminology of <i>dynamics</i>.</p> <p>a. Read whole and half notes in 4/4 <i>meter signatures</i>.</p> <p>b. Identify symbols and traditional terms referring to <i>dynamics</i>.</p>	<p>Students identify and read musical notation, symbols, and terminology of <i>dynamics</i>.</p> <p>a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 <i>meter signatures</i>.</p> <p>b. Identify symbols and traditional terms referring to <i>dynamics</i>, tempo, and <i>articulation</i>.</p>	<p>Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.</p> <p>a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures.</p> <p>b. Read simple melodies in both the treble and bass clefs.</p> <p>c. Apply notation symbols for pitch, rhythm, <i>dynamics</i>, tempo, <i>articulation</i>, and expression.</p>	<p>Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden <i>dynamic</i> contrasts.</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

A3 Listening and Describing

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students listen to and identify elements of music including <i>meter</i> and simple <i>form</i> and attributes including loud/soft, fast/slow, high/low, and long/short beat and steady/strong beat.	Students listen to and describe simple examples of the elements of music including pitch, rhythm, tempo, <i>dynamics, form, timbre, meter</i> , phrases, style, and major/minor harmony.	Students listen to and compare elements of music, including pitch, rhythm, tempo, <i>dynamics, form, timbre</i> , texture, harmony, style, and <i>compound meter</i> .	Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, <i>dynamics, form, timbre</i> , texture, harmony, style, and <i>compound meter</i> .

A. **Disciplinary Literacy – Theatre:** Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify the “who, what, where, when, and why” of a dramatic performance they have participated in or seen.	Students describe theatre terms including <i>stage directions</i> , rehearsal, plot, gesture, director, motivation, conflict, improvisation, and <i>blocking</i> .	Students identify and explain theatre terms and concepts including <i>stage business</i> , ad-libbing, conflict, action/reaction, focus, and <i>stage directions</i> .	Students identify and define the <i>parts of the stage</i> , and identify and describe the crisis, resolution, and theme of the play.

A2 Production

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students select or make props, costumes, set pieces, and/or puppets, and practice using them appropriately.	Students select and make props, costumes, set pieces, and/or puppets, and present a rehearsed scene.	Students describe and participate in a performance from pre-show through <i>strike</i> . a. Identify and explain the roles of production staff.	Students fulfill at least one technical role from pre-show through <i>strike</i> . a. Apply technical knowledge and skills to collaboratively and safely

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
		b. Design and select props, costumes and stage pieces, and use them appropriately and safely. c. Build scenic elements or props to fit production design. d. Experiment with lighting, sound, and costume in scene development. e. Direct or stage-manage a scene. f. Describe basic technical needs for a theatre production, including lights, sound, props, makeup, and costumes.	create and use theatre props, costumes, makeup, and stage pieces. b. Direct or stage-manage a scene or full production. c. Develop specific light and sound cues and use them in scene development. d. Participate in the audition process.

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist’s Purpose

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.	Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.	Students explain and compare different purposes of artists and their artwork, in the context of time and place.	Students research and explain how art and artists reflect and influence culture and periods of time.

A2 Elements of Art and Principles of Design

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify features of <i>composition</i>.</p> <p>a. Identify <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Identify <i>Principles of Design</i> including pattern and balance.</p>	<p>Students describe features of <i>composition</i>.</p> <p>a. Describe <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Describe <i>Principles of Design</i> including balance, contrast, emphasis, movement, and pattern.</p>	<p>Students compare features of <i>composition</i> both within an art work and among art works.</p> <p>a. Compare <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Compare <i>Principles of Design</i> including balance, contrast, emphasis, movement, pattern, rhythm, and unity.</p>	<p>Students evaluate all the features of <i>composition</i>.</p> <p>a. Evaluate <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Evaluate <i>Principles of Design</i> including balance, contrast, emphasis, movement, pattern, rhythm, and unity.</p>

A3 Media, Tools, Techniques, and Processes

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students name art <i>media</i> and associated <i>tools</i>, for multiple <i>art forms</i> and <i>genres</i>.</p>	<p>Students describe a variety of <i>media</i> and associated <i>tools</i>, <i>techniques</i>, and <i>processes</i>, for multiple <i>art forms</i> and <i>genres</i>.</p>	<p>Students explain the effects of <i>media</i> and their associated <i>tools</i>, <i>techniques</i>, and <i>processes</i>, using <i>elements</i>, <i>principles</i> and expressive qualities in <i>art forms</i> and <i>genres</i>.</p>	<p>Students compare the effects of <i>media</i> and their associated <i>tools</i>, <i>techniques</i>, and <i>processes</i>, using <i>elements</i>, <i>principles</i>, and expressive qualities in <i>art forms</i> and <i>genres</i>.</p>

B. Creation, Performance, and Expression – Dance: Students create, perform, and express ideas through the art discipline.**B1 Communication**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicators are stated students are expected to have instructional experiences that help them to express themselves through movement.</p>	<p>Students use movement to express a basic idea and share it with their peers.</p>	<p>Students use movement to express and communicate a story, a piece of music, an artwork, or an emotion.</p>	<p>Students create an original piece of choreography using the elements of dance.</p> <p>a. Improvise new movements. b. Manipulate learned movements.</p>

B2 Sequencing

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students develop a short dance sequence with a beginning, middle, and end.</p>	<p>Students develop a <i>dance phrase</i> with a beginning, middle, and end, accurately repeating and varying it.</p>	<p>Students create and develop dance sequences.</p> <p>a. Create and develop dance sequences based on personal ideas or <i>concepts</i> from other sources. b. Reproduce a more complex or pre-existing choreographed movement sequence as a solo or in a small group.</p>	<p>Students create both solo and ensemble dance works accurately producing an original or pre-existing complex movement sequence with <i>rhythmic acuity</i>.</p>

B3 Solving Challenges

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students solve a variety of <i>movement challenges</i> alone or in a group.	Students solve <i>movement challenges</i> involving one or more movement <i>concepts</i> alone or with a partner.	Students use improvisation to discover and invent movement sequences and solve <i>movement challenges</i> with one or more partners.	Students solve increasingly complex <i>movement challenges</i> involving several dance concepts with one or more partners.

B4 Technical Aspects

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify possible props or costumes to enhance a short <i>dance phrase</i> .	Students select props or costumes to enhance a <i>dance phrase and explain the choice</i> .	Students identify and select light, costume, or sound changes to enhance a <i>dance phrase</i> .	Students include and explain costume, light, and sound changes in a piece of choreography.

B. Creation, Performance, and Expression – Music: Students create, perform, and express through the art discipline.

B1 Style/Genre

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students create or perform short musical selections of various styles and <i>genres</i> accurately applying selected knowledge and skills of: proper posture and <i>technique</i> ; notation; symbols; and terminology of <i>dynamics</i> .	Students create or perform music of various styles and <i>genres</i> in easy keys, <i>meters</i> , and rhythms with limited ranges accurately applying the knowledge and skills of: proper posture and <i>technique</i> ; notation; symbols; and terminology of <i>dynamics</i> .	Students perform music of various styles and <i>genres</i> that includes changes of tempo, key, and <i>meter</i> in modest ranges with moderate technical demands accurately applying the accumulated knowledge and skills of: proper posture and <i>technique</i> ; musical notation; symbols; and terminology.	Students perform music of various styles and <i>genres</i> that requires well-developed <i>technical skills</i> , attention to phrasing and interpretation and various <i>meters</i> and rhythms in a variety of keys, accurately applying the accumulated knowledge and skills of: proper posture and <i>technique</i> ; musical notation; symbols; and terminology.

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

B2 Composition

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students use knowledge and skills of standard and non-standard <i>notation</i> , symbols, and terminology of <i>dynamics</i> .	Students create their own <i>compositions</i> by applying the knowledge and skills of notation, symbols, and terminology of <i>dynamics</i> .	Students compare musical ideas expressed in their own <i>compositions</i> or the <i>compositions</i> of others.	Students analyze and evaluate musical ideas expressed in their own <i>compositions</i> or the <i>compositions</i> of others.

B. **Creation, Performance, and Expression - Theatre:** Students create, perform, and express through the art discipline.

B1 Movement

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students participate in skits, puppet shows, theatre games, and/or show and tell using movement skills.	Students demonstrate <i>blocking</i> in a play by carrying out their assigned stage movements.	Students apply gesture, movement, and <i>stage business</i> in the portrayal of a role.	Students refine gesture and <i>stage business</i> in the portrayal of a role.

B2 Character

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students demonstrate a character by participating in skits, puppet shows, and/or theatre games.	Students demonstrate the ideas, moods, and/or feelings of a character and demonstrate proper posture and breathing techniques to project voice through the use of script and improvisation based on stories.	Students demonstrate development of a character's attitude and point of view by adjusting voice timing and tone/level and using <i>non-verbal techniques</i> .	Students demonstrate development of a character's attitude and point of view using voice timing, voice tone/level, and <i>physicality</i> to communicate ideas, moods, intentions, and/or feelings.

B3 Improvisation

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students improvise through theatre games by using plot, setting, and characters.	Students improvise through theatre games by using voice, motivation, and <i>body part isolations</i> .	Students improvise through theatre games by using <i>blocking</i> , relationships, props, and movement.	Students improvise through theatre games or productions to address unforeseen circumstances.

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1 Media Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students use basic <i>media, tools</i> and <i>techniques</i> to create original art works.	Students use a variety of <i>media, tools, techniques</i> , and <i>processes</i> to create original art works.	Students choose suitable <i>media, tools, techniques</i> , and <i>processes</i> to create original art works.	Students choose multiple suitable <i>media, tools, techniques</i> , and <i>processes</i> to create a variety of original art works.

B2 Composition Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students use <i>Elements Of Art</i> and <i>Principles Of Design</i> to create original art works.	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other <i>media</i> and visual <i>art forms</i> .	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works that demonstrate different <i>styles</i> in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other <i>media</i> and visual <i>art forms</i> .	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works that demonstrate development of personal style in a variety of <i>media</i> and visual <i>art forms</i> .

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

B3 Making Meaning

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students create art works that communicate ideas and feelings and demonstrate skill in the use of <i>media, tools, and techniques</i> .	Students create art works that communicate ideas, feelings, and meanings and demonstrate skill in the use of <i>media, tools, techniques, and processes</i> .	Students create art works that communicate an individual point of view. a. Demonstrate skills in the use of <i>media, tools, techniques, and processes</i> . b. Demonstrate knowledge of visual art concepts. c. Communicate a variety of ideas, feelings, and meanings.	Students create a body of original art work. a. Demonstrate sophisticated use of <i>media, tools, techniques, and processes</i> . b. Demonstrate knowledge of visual art concepts. c. Communicate a variety of ideas, feelings, and meanings.

B4 Exhibition

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator. Although no performance indicators are stated, students may participate in the preparation of art for display and all students are expected to have instructional experiences that help them to understand how art is prepared for display and why different choices related to preparation may be made.	Students help with the selection and preparation of art works for display in the classroom, school, or other community location.	Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.	Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.

C. Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.

C1 Application of Creative Process

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and demonstrate <i>creative problem-solving</i> skills.</p> <p>a. Improvise to solve problems in the performing arts.</p> <p>b. Imagine and share possible solutions to apply to challenges in creating art.</p>	<p>Students describe and apply steps of <i>creative problem-solving</i>.</p> <p>a. Identify problem.</p> <p>b. Define problem.</p> <p>c. Generate a variety of solutions.</p> <p>d. Implement solution(s).</p> <p>e. Evaluate solution(s).</p>	<p>Students describe and apply creative-thinking skills that are part of the <i>creative problem-solving</i> process.</p> <p>a. <i>Fluency</i></p> <p>b. <i>Flexibility</i></p> <p>c. <i>Elaboration</i></p> <p>d. <i>Originality</i></p> <p>e. <i>Analysis</i></p>	<p>Students apply and analyze <i>creative problem-solving</i> and creative-thinking skills to improve or vary their own work and/or the work of others.</p>

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students observe, listen to, describe and ask questions about <i>art forms</i>.</p> <p>a. Describe the <i>art form</i> by applying grade span appropriate arts <i>concepts</i>, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p>	<p>Students describe and compare <i>art forms</i>.</p> <p>a. Describe and compare <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p>	<p>Students compare and analyze <i>art forms</i>.</p> <p>a. Compare and analyze <i>art forms</i> by applying grade span appropriate <i>concepts</i>, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p>	<p>Students analyze and evaluate <i>art forms</i>.</p> <p>a. Describe, analyze, interpret, and evaluate <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>b. Ask questions about the <i>art form</i> to further understand how the <i>artist</i> created/performed the work of art.</p> <p>c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.</p>	<p>b. Ask questions about an <i>art form</i> to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.</p>	<p>b. Compare the quality and effectiveness of art works using multiple criteria from observations, <i>print and/or non-print resources</i>.</p> <p>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</p> <p>d. Explain and compare different purposes of artists and art work in the context of time and place.</p>	<p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of <i>print and/or non-print sources</i>.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>

E. **Visual and Performing Arts Connections:** Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.	Students explain that the visual/performing arts help people understand history and/or world cultures.	Students compare products of the visual/performing arts to understand history and/or world cultures.	Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

E2 The Arts and Other Disciplines

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify connections between and among the arts and other disciplines.	Students describe characteristics shared between and among the arts and other disciplines.	Students explain skills and concepts that are similar across disciplines.	Students analyze skills and concepts that are similar across disciplines.

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

E3 Goal-Setting

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify choices that lead to success in the arts.	Students identify and demonstrate choices that will lead to success in the arts including <i>time management</i> , interpersonal interactions, skill development, and goal-setting.	Students set goals related to <i>time management</i> , interpersonal interactions, or skill development that will lead to success in the arts.	Students make short-term and long-term goals based on rigorous criteria and related to <i>time management</i> , interpersonal interactions, or skill development that will lead to success in the arts.

E4 Impact of the Arts on Lifestyle and Career

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify the arts in life experiences.</p> <p>a. Identify the activities and careers of a visual or performing <i>artist</i>.</p> <p>b. Describe <i>common arts activities</i>.</p> <p>c. Describe the way the arts can make people feel.</p>	<p>Students describe the contribution of the arts on lifestyle and career choices.</p> <p>a. Identify the various roles of, and requirements to become, <i>artists</i>.</p> <p>b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.</p>	<p>Students explain the impact of artistic and career choices on self, others, and the natural and <i>man-made environment</i>.</p>	<p>Students explain how their knowledge of the arts relates to <i>school-to-school</i> and <i>school-to-work</i> transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>

E5 Interpersonal Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.	Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.	Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.	Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<ul style="list-style-type: none"> a. Getting along with others b. Respecting differences c. Working as a team/ensemble d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening to art i. Demonstrating safe behavior 	<ul style="list-style-type: none"> a. Getting along with others b. Respecting differences c. Working as a team/ensemble d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening to art i. Demonstrating safe behavior 	<ul style="list-style-type: none"> a. Getting along with others b. Respecting differences c. Working as a team/ensemble d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening to art i. Demonstrating safe behavior 	<ul style="list-style-type: none"> a. Getting along with others b. Respecting differences c. Working as a team/ensemble d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior. g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening to art i. Demonstrating safe behavior

WORLD LANGUAGES

Language and communication are at the heart of the human experience whether communication occurs face-to-face, in writing, or through the arts and media. Graduates of Maine’s publicly supported schools must have the linguistic and cultural skills to communicate successfully in a pluralistic society at home and abroad. The need to understand and communicate with other peoples of the world is more urgent today because of the forces of globalization. All students are expected to develop the level of proficiency defined in the standards and performance indicators at the 9-Diploma grade span in at least one language other than English. To succeed, all students must study language and culture in an integrated fashion beginning in the early elementary grades and extending through their school experience. A PreK-Diploma structure in all schools is foundational to the State vision for world languages.

The major organizing principle in today's world language classrooms is communication. While knowledge of vocabulary and the linguistic system remain essential tools for communication, learning to use a second language in meaningful and appropriate ways is the ultimate goal of world language instruction. In any mode of communication, there are particular links between language usage and knowledge of the associated culture(s). In the study of classical languages such as Latin or ancient Greek, proficiency will emphasize the ability to understand the written language over oral communication and will recognize the linguistic and historical importance of the language and the people who spoke it.

Differentiation and Commonality Among World Languages – The World Languages Standards outline both common and unique descriptors for modern and classical languages. Distinctions between modern and classical languages are identified only where necessary to acknowledge significant differences in communication modes and resources. References in the performance indicators and descriptors of modern languages are inclusive of American Sign Language (ASL) except where otherwise noted.

Multiple Entry Points - Throughout the World Languages Standards, the sequence of performance indicators is based on a PreK-Diploma course of study of mainly cognate languages (languages that contain words from two languages that are similar in spelling and meaning or sound and meaning). Some students may elect to participate in the study of more than one world language. In these instances, it is important to recognize that the PreK-Diploma grade span represents a continuum of learning. Students who begin a language later in the Pre-K-Diploma sequence of study and students who study a non-cognate language may not be able to reach the highest level performance indicators (9-Diploma) without additional language experiences – instructional or immersion – or a heritage language background. Students beginning additional world languages at grade 9 or above should not be held accountable for performance indicators at this level. Rather, curriculum, instruction, and assessment will need to be aligned to the grade span expectations that reflect the students’ level of proficiency and advance from that point to the standards and performance indicators defined in subsequent grade spans.

Instruction and Support in the Target Language - All performance indicators for modern languages, with the exception of one (A4), are to be accomplished in the target language (the non-English language being studied by the student). Students engaged in a sequential PreK-Diploma modern language program are expected to develop the knowledge and skills necessary to communicate basic understandings for all performance indicators using

target language at a level appropriate to the grade span. Proficiency in the study of classical languages, such as Latin or ancient Greek, emphasizes the ability to understand written language over oral communication although oral communication remains a component. Accordingly, performance indicators A2, A4, B1, B2, B3, C1, C2, and D1 may be accomplished in the target language or English.

Level of Discourse – Standard A outlines grade span proficiencies at grades PreK-2, 3-5, 6-8, and 9-Diploma for communication skills. The document assumes that as students learn the knowledge and skills outlined in Standards B, C, and D, they will do so by developing and using communication skills learned in Standard A, as appropriate to their grade span. By the end of the grade span, students should be able to demonstrate their proficiency of the standards and performance indicators related to Standards B, C, and D using communication skills learned in Standard A, as appropriate for the end of that grade span.

OUTLINE OF WORLD LANGUAGES STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Communication

1. Interpersonal
2. Interpretive
3. Presentational
4. Language Comparisons

B. Cultures

1. Practices and Perspectives
2. Products and Perspectives
3. Comparisons with Own Culture

C. Connections

1. Knowledge of Other *Learning Results* Content Areas
2. Distinctive Viewpoints

D. Communities

1. Communities

A. Communication: Students communicate in the target language.

A1 Interpersonal

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students engage in simple interactions to provide and obtain information using single words or learned phrases.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Use <i>culturally-appropriate</i> and age-appropriate <i>courtesy expressions</i>. b. Participate in brief <i>guided exchanges</i> related to likes and dislikes. c. Make age-appropriate introductions of classmates, family members, and friends. d. Ask and answer simple learned questions. 	<p>Students engage in simple conversations to provide and obtain information using learned phrases and simple sentences.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Recognize and use <i>appropriate forms of address</i> and <i>courtesy expressions</i> in a variety of situations. b. Ask and answer simple questions regarding familiar activities. c. Give and respond to simple oral/signed directions and commands and make routine requests in the classroom. <p><u>Modern only</u></p> <ul style="list-style-type: none"> d. Participate in brief guided conversations related to needs, interests, likes, dislikes, and <i>states of being</i>. e. Express basic agreement and disagreement. 	<p>Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and <i>intonation</i> patterns or use appropriate <i>non-manual markers</i> (ASL), which are comprehensible to speakers accustomed to interacting with language learners.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing. <p><u>Modern only</u></p> <ul style="list-style-type: none"> b. Participate in conversations on a variety of everyday topics to meet personal needs. c. Give and respond to directions and commands, orally or in sign language, and in writing. <p><u>Classical only</u></p> <ul style="list-style-type: none"> d. Exchange information in writing 	<p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and <i>intonation</i> patterns or use appropriate <i>non-manual markers</i> (ASL), which would be comprehensible to a <i>native speaker</i> accustomed to interacting with language learners.</p> <p><u>Modern only</u></p> <ul style="list-style-type: none"> a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing. c. Describe and explain <i>states of being</i>, orally or in sign language, and in writing. d. Express agreement and disagreement, orally or in sign

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
		about familiar topics.	language, and in writing, supporting opinions with simple reasoning. <u>Classical only</u> e. Exchange information in writing on identified topics.

A2 Interpretive

For classical languages only, the 6-8 and 9-Diploma indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students comprehend and respond to simple spoken/signed language in a classroom setting.</p> <p><u>Modern and Classical</u></p> <p>a. Respond to simple oral/signed directions, commands, and routine requests in the classroom.</p> <p>b. Identify people and objects based on oral/signed descriptions.</p>	<p>Students comprehend and respond to simple spoken/signed and written language in <i>familiar contexts</i>.</p> <p><u>Modern only</u></p> <p>a. Comprehend isolated words, phrases, and simple sentences in familiar print materials.</p> <p>b. Respond to simple written directions.</p> <p>c. Respond to oral/signed directions, commands, and routine requests.</p> <p>d. Identify people and objects based on oral/signed and written descriptions.</p>	<p>Students comprehend brief conversations, <i>narratives</i>, and recorded material in <i>familiar contexts</i>.</p> <p><u>Modern only</u></p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p><u>Classical only</u></p> <p>b. Identify main ideas, topics, and details from simple written texts.</p>	<p>Students comprehend conversations, <i>narratives</i>, and recorded material in <i>familiar contexts</i> that are longer and/or more complex than those in the 6-8 grade span.</p> <p><u>Modern and Classical</u></p> <p>a. Identify main ideas, topics, and specific information in a variety of <i>authentic</i> written/signed <i>materials</i>.</p> <p><u>Modern only</u></p> <p>b. Identify main ideas, topics, and specific information in <i>authentic</i> films.</p> <p>c. Identify main ideas, topics, and specific information in a variety of</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	<u>Classical only</u> e. Identify people and objects based on written descriptions. f. Demonstrate comprehension of simple texts by identifying people and objects.		<i>authentic</i> oral/signed <i>materials</i> . <u>Classical only</u> d. Interpret the author's use of <i>literary devices</i> evident in prose and poetry.

A3 Presentational

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students use memorized words or phrases and visuals in short oral/signed presentations.</p> <p><u>Modern and Classical</u> a. Provide simple descriptions of people, places, and objects.</p>	<p>Students use phrases and simple sentences in rehearsed oral /signed and written presentations on familiar topics.</p> <p><u>Modern and Classical</u> a. Write/sign familiar words and phrases, and short messages, descriptions, or simple poems.</p> <p><u>Modern only</u> b. Provide simple oral/signed and written descriptions of people, places, and objects. c. Present simple short plays/skits and/or simple short written texts.</p> <p><u>Classical only</u> d. Read aloud from an <i>adapted text</i>.</p>	<p>Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.</p> <p><u>Modern only</u> a. Write/sign messages using a prescribed, <i>culturally-appropriate</i> format. b. Produce and present simple creative works orally or in sign language, and in writing. c. Convey personal preferences or information pertaining to everyday</p>	<p>Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by <i>native speakers</i> accustomed to interacting with language learners.</p> <p><u>Modern and Classical</u> a. Read <i>authentic passages</i> aloud with appropriate pronunciation, phrasing, and <i>intonation</i>.</p> <p><u>Modern only</u> b. Relate a story about a personal experience or event orally or in sign language. c. Paraphrase and/or summarize</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
		life orally or in sign language, and in writing. <u>Classical only</u> d. Create written products based on a given topic. e. Read aloud from <i>adapted texts</i> with appropriate <i>intonation</i> and pronunciation.	texts orally or in sign language, and in writing using a <i>presentational format</i> . d. Write/sign brief narrative compositions and expository/informational compositions. e. Give oral/signed presentations on familiar subjects related to a culture(s) in which the <i>target language</i> is spoken. <u>Classical only</u> f. Paraphrase and/or summarize texts orally or in writing in a <i>presentational format</i> using the <i>target language</i> or English.

A4 Language Comparisons

For both modern and classical languages, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicators are stated, students are expected to have instructional experiences related to similarities and differences between the target language and English.</p>	<p>Students recognize a variety of similarities and differences between the <i>target language</i> and English.</p> <p><u>Modern and Classical</u> a. Recognize <i>word borrowings</i> and <i>cognates</i> among languages.</p>	<p>Students compare the <i>target language</i> with English in order to better understand <i>language systems</i>.</p> <p><u>Modern and Classical</u> a. Compare basic grammatical structures and <i>syntax</i> between</p>	<p>Students use their understanding of the <i>nature of language</i> to enhance their communication in the <i>target language</i>.</p> <p><u>Modern and Classical</u> a. Compare a variety of grammatical structures and <i>syntax</i> between</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	b. Recognize differences in the <i>writing systems</i> among languages.* c. Recognize some <i>idiomatic expressions</i> of the <i>target language</i> .	languages. b. Compare <i>idiomatic expressions</i> between languages. c. Compare pronunciation systems between languages. * d. Recognize that there are regional and/or historical variations in spoken/signed language. e. Explain connections between languages through the identification of <i>cognates</i> .	languages. b. Identify examples of vocabulary, in both languages, that do not translate directly from one language to another. c. Use <i>idiomatic expressions</i> and/or proverbs in the <i>target language</i> . d. Identify examples of vocabulary (in English and the <i>target language</i>) that convey different meanings in different <i>contexts</i> .

* These descriptors are not appropriate for instruction in ASL.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and Perspectives

For classical languages only, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and imitate basic <i>culturally-appropriate practices</i> of a culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u> a. Use <i>culturally-appropriate courtesy expressions</i> and</p>	<p>Students identify and demonstrate basic <i>culturally-appropriate practices</i> of daily life within a culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u> a. Use <i>culturally-appropriate</i> polite</p>	<p>Students describe <i>practices of a culture(s)</i> and <i>perspectives of a culture(s)</i> in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u> a. Describe examples of common beliefs of a culture(s) in which the</p>	<p>Students identify and explain how <i>perspectives of a culture(s)</i> are related to cultural <i>practices of a culture(s)</i> in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u> a. Identify and explain the reason</p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
demonstrate greeting and leave-taking. b. Recognize cultural differences including dress, mealtime practices, gestures, and/or celebrations.	requests and <i>courtesy expressions</i> , and demonstrate greeting and leave-taking behaviors in a variety of age-appropriate social situations. b. Recognize age-appropriate similarities and differences related to <i>practices of a culture(s)</i> in which the <i>target language</i> is spoken.	<i>target language</i> is spoken. b. Describe common attitudes of a culture(s) in which the <i>target language</i> is spoken. c. Describe common similarities and differences related to <i>practices of a culture(s)</i> in which the <i>target language</i> is spoken.	behind significant <i>practices of a culture(s)</i> in which the <i>target language</i> is spoken. b. Describe stereotypes associated with <i>perspectives of a culture(s)</i> in which the <i>target language</i> is spoken. c. Identify differences in <i>cultural practices</i> among peoples that speak the same language.

B2 Products and Perspectives

For classical languages only, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator. Although no performance indicators are stated, students are expected to have instructional experiences related to <i>products of a culture(s)</i> in which the <i>target language</i> is spoken.	Students identify common <i>products of a culture(s)</i> in which the <i>target language</i> is spoken.	Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the <i>perspectives of a culture(s)</i> in which the <i>target language</i> is spoken.	Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the <i>perspectives of a culture(s)</i> in which the <i>target language</i> is spoken.

B3 Comparisons with Own Culture

For classical languages only, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.	Students compare some common <i>culturally-appropriate products and</i>	Students recognize and compare <i>perspectives</i> related to <i>products</i>	Students explain how <i>products, practices, and perspectives</i> of a

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Although no performance indicators are stated, students are expected to have instructional experiences related to comparison of the <i>target culture</i> with the culture in which the student lives.</p>	<p><i>practices</i> of daily life of a culture(s) in which the <i>target language</i> is spoken to the culture in which the student lives.</p> <p><u>Modern and Classical</u></p> <p>a. Compare daily activities of their own lives to those of individuals in a culture(s) in which the <i>target language</i> is spoken.</p> <p>b. Compare foods, celebrations, dress, and/or dwellings of a culture(s) in which the <i>target language</i> is spoken with those of the culture in which the student lives.</p>	<p><i>and practices</i> of a culture(s) in which the <i>target language</i> is spoken to the cultural perspectives of the culture in which the student lives.</p> <p><u>Modern and Classical</u></p> <p>a. Compare verbal and non-verbal communication in a culture(s) in which the <i>target language</i> is spoken to communication in the culture in which the student lives.</p> <p>b. Recognize contributions of a culture(s) in which the <i>target language</i> is spoken to life in the United States including foods, celebrations, dress, and/or architecture.</p>	<p>culture(s) in which the <i>target language</i> is spoken contribute to the culture in which the student lives.</p> <p><u>Modern and Classical</u></p> <p>a. Identify and compare influential figures from the two cultures.</p> <p>b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Modern only</u></p> <p>c. Use the <i>target language</i> in a manner that would be considered appropriate by <i>native speakers</i> and explain what makes it appropriate communication.</p>

C. **Connections:** Students expand their knowledge by connecting their study of a world language(s) with other content areas.

C1 Knowledge of Other Learning Results Content Areas

For classical languages only, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify basic language connections to other <i>Learning Results</i> content areas.</p> <p><u>Modern and Classical</u></p> <p>a. Identify ways of counting. b. Identify common ways of greeting people.</p>	<p>Students identify connections between other <i>Learning Results</i> content areas and <i>the target language</i> and associated culture(s).</p> <p><u>Modern and Classical</u></p> <p>a. Identify common expressions and traditions. b. Identify examples of the visual/performing arts. c. Identify products important to the livelihood of the people. d. Identify the earth's major geographical features.</p>	<p>Students apply information acquired in other <i>Learning Results</i> content areas to further their knowledge and skills in the <i>target language</i>.</p> <p><u>Modern and Classical</u></p> <p>a. Use the <i>writing process</i> learned in English Language Arts when writing for the <i>target language</i> class. * b. Apply research skills to further knowledge in the <i>target language</i>. c. Apply knowledge from other <i>Learning Results</i> content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.</p>	<p>Students use the <i>target language</i> to enhance their knowledge of other <i>Learning Results</i> content areas.</p> <p><u>Modern and Classical</u></p> <p>a. Provide examples of grammatical knowledge acquired in the <i>target language</i> that are used to achieve a better understanding of grammatical structures in English. b. Provide examples of information gathered through <i>target language</i> resources that are applied in other <i>Learning Results</i> content areas.</p>

* These descriptors are not appropriate for instruction in ASL.

C2 Distinctive Viewpoints

For classical languages only, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors

Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicators are stated, students are expected to have instructional experiences related to a variety of print and non-print materials created in a language other than English.</p>	<p>Students recognize some distinctive viewpoints available only through sources from the <i>target language</i>.</p> <p><u>Modern and Classical</u></p> <p>a. Identify examples of simple <i>narrative</i> selections from a culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Classical only</u></p> <p>b. Identify information about the Roman/Greek world by reading passages with culturally <i>authentic settings</i>.</p>	<p>Students locate <i>authentic</i> resources, available only through sources in the target language, and identify ideas about a culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u></p> <p>a. Locate media or other <i>authentic sources</i> from the <i>target language</i> and a culture(s) in which the <i>target language</i> is spoken and identify a <i>perspective and/or practice of a culture(s)</i> different from the students' own viewpoints and/or behaviors.</p>	<p>Students locate <i>authentic</i> resources and describe ideas about the <i>target language</i> and associated culture(s) that are available only through sources in the <i>target language</i>.</p> <p><u>Modern and Classical</u></p> <p>a. Interpret short prose, poetry, or plays in the <i>target language</i> that reflect the culture(s) in which the <i>target language</i> is spoken and make connections to the viewpoints of the culture associated with the target language(s).</p> <p>b. Locate selected magazines, newspapers, <i>authentic entertainment media</i> and electronic media in the <i>target language</i> and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).</p> <p>c. Locate selected magazines, newspapers, <i>authentic entertainment media</i> and electronic media in the <i>target</i></p>

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

Highlighted = Maine Department of Education Regulation 131

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
			<i>language</i> and describe viewpoints of a culture(s) in which the <i>target language</i> is spoken.

D. **Communities:** Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.

D1 Communities

For classical languages only, performance indicators may be accomplished in the target language or in English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students include family, friends, or peers in activities using the <i>target language</i> .	<p>Students demonstrate understanding and use of the <i>target language</i> and their knowledge of a culture(s) in which the <i>language</i> is spoken through community involvement.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Demonstrate use of oral/signed and/or written forms of the <i>target language</i> with family, friends, or peers. b. Participate in activities using the <i>target language</i> which can benefit the school or broader community. c. Ask questions and share knowledge about aspects of a culture(s) in which the <i>target</i> 	<p>Students demonstrate an understanding and use their knowledge of the <i>target language</i> to communicate with <i>target language</i> speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Participate in and summarize school/community events related to the <i>target language</i> or associated culture(s). b. Identify community and online resources that can be used to gain information about the <i>target language</i> or associated culture(s). 	<p>Students demonstrate an understanding and use their knowledge of the <i>target language</i> to communicate with <i>target language</i> speakers and to understand the importance of culture and language in the 21st century.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Interact with people, either in the community or online, who use the <i>target language</i> in their professions b. Independently access a variety of <i>target language</i> sources for one’s own entertainment or enrichment. c. Explain how personal, educational, and career

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	<p><i>language</i> is spoken to demonstrate an interest in the <i>target language</i> and an associated culture(s).</p> <p>d. Access online resources or resources available in the community to understand aspects of a culture(s) in which the <i>target language</i> is spoken.</p>	<p>c. Communicate with students in the <i>target language</i>.</p> <p>d. Describe language skills and cultural insights gained through real or <i>virtual travel</i>.</p>	<p>opportunities are expanded and enhanced by knowledge of the <i>target language</i> and associated culture(s).</p> <p><u>Modern only</u></p> <p>d. Communicate with <i>target language</i> speakers using the <i>target language</i>.</p>