

**WEST VIRGINIA
SECRETARY OF STATE**

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

Form #5

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**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §§18-2-5, 18-2-9 and 18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44E

TITLE OF RULE BEING AMENDED: Next Generation Health Education 5-12 Content
Standards and Objectives for West Virginia Schools (2520.5)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2012.



Charles K. Heinlein
Deputy State Superintendent of Schools

EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: West Virginia Board of Education Policy 2520.5: *"Next Generation Health Education Content Standards and Objectives for West Virginia Schools"*

Background: Policies 2520 define the content standards and objectives for the programs of study required by Policy 2510 and establish a standardized format for such. Policy 2520.5 defines the content standards and objectives for health education. The original effective date of Policy 2520.5: *"21st Century Health Education Content Standards and Objectives for West Virginia Schools"* was July 13, 2003. Policy 2520.5 underwent revisions in order to make the standard objectives more rigorous. The effective date that these revisions became effective was July 1, 2008.

Proposals: Policy 2520.5 – *"Next Generation Health Education Content Standards"* were revised to incorporate Policy 2422.45 - *"Exclusion from AIDS and STDS Instruction"* and Policy 2422.13 – *"Cardiopulmonary Resuscitation Instruction"*. thus eliminating the need for three separate policies (Policy 2422.45 and 2422.13 will be repealed). This process also provided an opportunity to review, refine and update the entire Health CSOs Document. A team of health teachers were enlisted to review the document and make suggested revisions.

Impact:

- By incorporating Policy 2422.45 – *"Exclusion from AIDS and STDS Instruction"* and Policy 2422.13 – *"Cardiopulmonary Resuscitation Instruction"* into this policy, the need for three separate policies was eliminated.
- The desired outcome of adding more specification and rigor to Policy 2520.5 is to improve health education curriculum targeting health literacy skills that promote dispositions of wellness.

Policy 2520.5 – Next Generation Health Education 5-12 Content Standards and Objectives

Revision

Stakeholders

Richard Thomas	Wheeling, WV
Cynthia Turley	Williamstown, WV
Felicia Pancoast	Fairmont, WV
Brianne Barker	Madison, WV
David Campbell	Princeton, WV
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**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

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SERIES 44E
**NEXT GENERATION HEALTH EDUCATION 5-12 CONTENT STANDARDS AND
OBJECTIVES FOR WEST VIRGINIA SCHOOLS (2520.5)**

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§126-44E-1. General.

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.5 defines the content standards (or instructional goals) and objectives for health education 5-12 as required by Policy 2510.

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §§18-2-5, 18-2-9 and 18-9A-22.

1.3. Filing Date. -- December 16, 2011

1.4. Effective Date. -- July 1, 2012

1.5. Repeal of a Former Rule. -- This legislative rule amends W. Va. 126CSR44E, West Virginia Board of Education Policy 2520.5, "21st Century Health Education Content Standards and Objectives for West Virginia Schools" filed March 19, 2007 and effective July 1, 2008; and repeals W. Va. §126CSR50B, West Virginia Board of Education Policy 2422.45, "Exclusion of Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually Transmitted Disease (STD) Instruction in Health Education Classes: filed January 18, 1990 and effective March 2, 1990; and repeals W. Va. §126CSR21, West Virginia Board of Education Policy 2422.13, "Cardiopulmonary Resuscitation Instruction" filed December 27, 1982 and effective February 27, 1983.

§126-44E-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in health.

§126-44E-3. Incorporation by Reference.

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3.1. A copy of the Next Generation Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Healthy Schools.

§126-44E-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for health education 5-12, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of three parts, each part separated by a period:

- The content area code (e.g., HE for Health);
- The letter S, for Standard; and
- The standard number.

Illustration: HE.S.1 refers to health content standard #1.

Numbering of Objectives

The number of each objective is composed of four parts, each part separated by a period:

- The content area code;
- The grade level (an exception is high school health, which uses HS for the grade designation);
- The number of the content standard addressed; and
- The objective number.

Illustration: HE.6.2.03 refers to a health sixth grade objective that addresses standard #2 in health and that is the third objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

- The content area or course code;
- The letters PD, for Performance Descriptors; The grade level (See exceptions noted above for grade level under numbering of objectives); and
- The standard number.

Illustration: HE.PD.8.02 refers to Health performance descriptors for eighth grade, content standard 2.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.5 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.5 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate ~~its~~ its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.5 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.5 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.5 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for performance descriptors for fifth grade health, standard #2 will be “200602.HE.5.02”.

Abbreviations

Content Area	
HE	Health
Other Abbreviations	
PD	Performance Descriptors
O	Objective
S	Standard (Content Standard)

HEALTH EDUCATION - Policy 2520.5

Health literacy for all students is the fundamental goal of a comprehensive school health education curriculum. The health literate student is a critical thinker and problem solver, a self-directed learner, an effective communicator, and a responsible, productive citizen. Students must have the capacity to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that enhance a healthy lifestyle. A comprehensive school health education curriculum from grades five to twelve is essential to enable students to acquire and apply health promoting knowledge, skills and behaviors.

The intent of the health standards is to provide a consistent target for both educators and students in West Virginia. It is intended to show what students should know and be able to do at certain grade levels. Teachers and policy-makers can use the health standards to design curricula, to allocate instructional resources, and to provide a basis for assessing student achievement and progress.

Standard 1: Health Promotion and Disease Prevention (HE.S.1)

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Standard 2: Culture, Media, and Technology (HE.S.2)

Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.

Standard 3: Health Information and Services (HE.S.3)

Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.

Standard 4: Communication (HE.S.4)

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Standard 5: Decision Making (HE.S.5)

Decision-making skills are needed in order to identify, implement and sustain health enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

Standard 6: Goal Setting (HE.S.6)

Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Standard 7: Health Behaviors (HE.S.7)

Research confirms that practicing health enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors.

Standard 8: Advocacy (HE.S.8)

Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

The Role of Technology

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning and provide the ability to adapt to change. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curricular content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

Organization of the Health Education Program of Study

This document is an organized, sequential list of learning standards and objectives closely aligned with the National Standards for Health Education regarding quality health education for middle and high students. A major focus has been given to what the Center for Disease Control recognizes as risk behaviors (tobacco use, dietary patterns contributing to disease, sedentary lifestyle, alcohol and other drug use, and behaviors that result in intentional and unintentional injuries). Teachers and policy-makers can use the health education standards to design curricula, allocate instructional resources, provide a basis for assessing student achievement and progress, and promote a rigorous and challenging health education curriculum.

Fifth Grade Health Content Standards and Objectives

Grade five represents the beginning of an important time in the social, emotional and physical growth of students. Students are assessing future prospects and making important decisions that will shape who they become as adults. Because of these factors, the health education curriculum will focus on promoting positive behaviors as societal norms, critically examining the influence of media, peers and society on individual decisions and actions and improving proficiency and confidence with skills that will enhance health and safety. Students will understand the physical changes occurring during puberty, the relationship of varying growth and development patterns, self-acceptance, and the effects of physical activity and nutrition on personal health, growth and self-concept. By examining attitudes toward tobacco, alcohol and other drug non-use, students should recognize the benefits of being drug-free. Respect for individuality and independence are incorporated into the delivery of the fifth grade curriculum. The West Virginia Standards for Next Generation Learning include the following components: Next Generation Content Standards and Objectives and Next Generation Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Grade 5 Health Education				
Health Promotion and Disease Prevention Objectives (HE.S.1)				
Students will comprehend concepts related to health promotion and disease prevention to enhance health.				
Performance Descriptors HE.S.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students at the distinguished level will identify, explain and analyze: five dimensions of total wellness and describe the changes that occur during adolescence; describe the relationships between nutrition and health risk factors; recognize potentially dangerous situations and explain how to obtain	Fifth grade students at the above mastery level will identify and explain: five dimensions of total wellness and describe the changes that occur during adolescence; describe the relationships between nutrition and health risk factors; recognize potentially dangerous situations and explain how to obtain help	Fifth grade students at the mastery level will identify: five dimensions of total wellness and describe the changes that occur during adolescence; describe the relationships between nutrition and health risk factors; recognize potentially dangerous situations and explain how to obtain help appropriately;	Fifth grade students performing at the partial mastery level will with practice identify: five dimensions of total wellness and describe the changes that occur during adolescence; the relationships between nutrition and health risk factors; recognize potentially dangerous situations and explain	Fifth grade students performing at the novice level will with guidance and assistance identify: five dimensions of total wellness and describe the changes that occur during adolescence; describe the relationships between nutrition and health risk factors; recognize potentially dangerous situations and explain

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help appropriately; different organisms that cause disease; basic anatomy and functions of the body systems; identify environmental hazards and describe precautions and treatments for exposure to the elements identify three body changes and describe two feelings that emerge in puberty; describe precautions and treatments for exposure to the elements.	appropriately; different organisms that cause disease; basic anatomy and functions of the body systems; identify environmental hazards and describe precautions and treatments for exposure to the elements identify three body changes and describe two feelings that emerge in puberty; describe precautions and treatments for exposure to the elements.	different organisms that cause disease; basic anatomy and functions of the body systems; identify environmental hazards and describe precautions and treatments for exposure to the elements; identify three body changes and describe two feelings that emerge in puberty; describe precautions and treatments for exposure to the elements.	how to obtain help appropriately; different organisms that cause disease; basic anatomy and functions of the body systems; identify environmental hazards and describe precautions and treatments for exposure to the elements identify three body changes and describe two feelings that emerge in puberty; describe precautions and treatments for exposure to the elements.	how to obtain help appropriately; different organisms that cause disease; basic anatomy and functions of the body systems; identify environmental hazards and describe precautions and treatments for exposure to the elements.
Objectives	Students will			
HE.5.1.01	identify five dimensions of total wellness (i.e., physical, emotional, social, intellectual, spiritual, intellectual, environmental) and describe typical changes during adolescence that affect these dimensions.			
HE.5.1.02	describe how poor nutrition impacts health risk factors.			
HE.5.1.03	recognize potentially dangerous situations (e.g., bullying, harassment, drug use, criminal activities) and know how to obtain help.			
HE.5.1.04	describe different organisms (e.g., viruses, bacteria, protozoa, worms, fungi) that cause diseases.			
HE.5.1.05	identify basic anatomy and explain functions of the body systems.			
HE.5.1.06	identify environmental hazards (e.g., poisonous plants, insect bites/stings, pollution)			
HE.5.1.07	identify three body changes of puberty for males and females and describe two feelings that may change/emerge during puberty			
HE.5.1.08	Describe precautions and treatments for exposure to the elements (e.g., sun, cold, wind, floods, lightning, tornadoes).			

Grade 5	Health Education
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Standard:2		Culture, Media, and Technology (HE.S.2)			
(HE.S.2)		Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.			
Performance Descriptors HE.S.2					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Fifth grade students performing at the distinguished level will analyze and explain: how risk behaviors as seen through the media may influence a student's future behaviors: identify ways peers, societal norms and the media influence the development of eating disorders; health practices are impacted by cultural differences; peers can influence healthy and unhealthy behaviors; technology can influence personal health; describe how families, schools, and communities can support personal health practices and behaviors.	Fifth grade students performing at the above mastery level will give examples of: how risk behaviors as seen through the media may influence a student's future behaviors: identify ways peers, societal norms and the media influence the development of eating disorders; health practices are impacted by cultural differences; peers can influence healthy and unhealthy behaviors; technology can have a positive and negative influence personal health; describe how families, schools, and communities can support personal health practices and behaviors.	Fifth grade students performing at the mastery level will: discuss how risk behaviors as seen through the media may influence a student's future behaviors: identify ways peers, societal norms and the media influence the development of eating disorders; describe how health practices are impacted by cultural differences; discuss how peers can influence healthy and unhealthy behaviors; describe ways technology can have a positive and negative influence personal health; describe how families, schools, and communities can support personal health practices and behaviors.	Fifth grade students performing at the partial mastery level will with practice: discuss how risk behaviors as seen through the media may influence a student's future behaviors: identify ways peers, societal norms and the media influence the development of eating disorders; describe how health practices are impacted by cultural differences; discuss how peers can influence healthy and unhealthy behaviors; describe ways technology can have a positive and negative influence personal health; describe how families, schools, and communities can support personal health practices and behaviors.	Fifth grade students performing at the novice level with guidance and assistance will: discuss how risk behaviors as seen through the media may influence a student's future behaviors: identify ways peers, societal norms and the media influence the development of eating disorders; describe how health practices are impacted by cultural differences; discuss how peers can influence healthy and unhealthy behaviors; describe ways technology can have a positive and negative influence personal health; describe how families, schools, and communities can support personal health practices and behaviors.	
Objectives	Students will				

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HE.5.2.01	discuss how risk behaviors as seen through the media (e.g., TV, movies, video games, smart phones) may influence a student's future behaviors (e.g., tobacco and alcohol use, sexual activity, violence, relationships).
HE.5.2.02	identify ways that peers, societal norms, and the media influence the development of eating disorders.
HE.5.2.03	describe how health practices are impacted by cultural differences (e.g., diet, religion, traditions)
HE.5.2.04	discuss how peers can influence healthy and unhealthy behaviors.
HE.5.2.05	describe ways technology can have a positive and negative influence on personal health.
HE.5.2.06	describe how families, schools, and communities can support personal health practices and behaviors.

Grade 5	Health Education
Standard: 3	Health Information and Services (HE.S.3)
(HE.S.3)	Students will demonstrate the ability to access valid information and products and services to enhance health.

Performance Descriptors HE.S.3

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students performing at the distinguished level will research and analyze: safety-promoting activities of community agencies; legal and illegal drugs; characteristics of valid health information products and services locate valid health information resources.	Fifth grade students performing at the above mastery level will explain safety-promoting activities of community agencies; legal and illegal drugs; characteristics of valid health information products and services; locate valid health information resources.	Fifth grade students performing at the mastery level will: investigate safety-promoting activities of community agencies; identify legal and illegal drugs; identify characteristics of valid health information products and services; locate valid health information resources.	Fifth grade students performing at the partial mastery level will with practice: investigate safety-promoting activities of community agencies; identify legal and illegal drugs; identify characteristics of valid health information products and services locate valid health information resources.	Fifth grade students performing at the novice level will with guidance and assistance: investigate safety-promoting activities of community agencies; identify legal and illegal drugs; identify characteristics of valid health information products and services; locate valid health information resources..

Objectives	Students will
HE.5.3.01	investigate community agencies that promote safety.
HE.5.3.02	identify legal and illegal drugs (e.g., consider access, purpose, cost, effects on the body).

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HE.5.3.03	identify characteristics of valid health information products and services.
HE.5.3.04	locate home, school, community, and web resources that provide valid health information.

Grade 5	Health Education			
Standard:4	Communication (HE.S.4)			
(HE.S.4)	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk.			
Performance Descriptors HE.S.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students performing at the distinguished level will research and analyze: interpersonal communication skills; positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations; refusal skills to avoid risky behaviors; assertive strategy methods when asking for help in an emergency.	Fifth grade students performing at the above mastery level will explain and give examples of: interpersonal communication skills; positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations; refusal skills to avoid risky behaviors; assertive strategy methods when asking for help in an emergency.	Fifth grade students performing at the mastery level will: identify interpersonal communication skills; demonstrate positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations; display refusal skills to avoid risky behaviors; demonstrate assertive strategy methods when asking for help in an emergency.	Fifth grade students performing at the partial mastery level will with practice: identify interpersonal communication skills; demonstrate positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations; display refusal skills to avoid risky behaviors; demonstrate assertive strategy methods when asking for help in an emergency.	Fifth grade students performing at the novice level will with guidance and assistance: identify interpersonal communication skills; demonstrate positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations; display refusal skills to avoid risky behaviors; demonstrate assertive strategy methods when asking for help in an emergency.
Objectives	Students will			
HE.5.4.01	identify effective verbal and non-verbal communication skills (e.g., body language, restating, listening).			
HE.5.4.02	demonstrate positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations.			
HE.5.4.03	display refusal skills to avoid risky behaviors or situations (e.g., drug use, criminal activity, being alone with a stranger,			

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	texting, internet communication)
HE.5.4.04	demonstrate assertive strategy methods when asking for help in an emergency.

Grade 5	Health Education				
Standard: 5	Decision Making (HE.S.5)				
(HE.S.5)	Students will demonstrate the ability to use decision-making skills to enhance health.				
Performance Descriptors HE.S.5					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Fifth grade students performing at the distinguished level will analyze and explain: health-related situations that require thoughtful decisions; when to ask for assistance; healthy strategies to solving health-related issues or problems; both positive and negative potential outcomes of healthy options to health-related issues when making health-related decisions.	Fifth grade students performing at the above mastery level will give examples of: health-related situations that require thoughtful decisions; when to ask for assistance; healthy strategies to solving health-related issues or problems; both positive and negative potential outcomes of healthy options to health-related issues when making health-related decisions.	Fifth grade students performing at the mastery level will: identify health-related situations that require thoughtful decisions; know when to ask for assistance; list healthy strategies to solving health-related issues or problems; predict both positive and negative potential outcomes of healthy options to health-related issues when making health-related decisions.	Fifth grade students performing at the partial mastery level will with practice: identify health-related situations that require thoughtful decisions; know when to ask for assistance; list healthy strategies to solving health-related issues or problems; predict both positive and negative potential outcomes of healthy options to health-related issues when making health-related decisions.	Fifth grade students performing at the novice level will with guidance and assistance: identify health-related situations that require thoughtful decisions; know when to ask for assistance; list healthy strategies to solving health-related issues or problems; predict both positive and negative potential outcomes of healthy options to health-related issues when making health-related decisions.	
Objectives	Students will				
HE.5.5.01	identify health-related situations that require thoughtful decisions (e.g., drinking, smoking, weight control).				
HE.5.5.02	know when to ask for assistance (e.g., illness, depression, legal problems, abuse).				
HE.5.5.03	list healthy strategies to solve health-related issues or problems (e.g., diet, weight control, physical activity, dental care).				
HE.5.5.04	predict both positive and negative potential outcomes when making health-related decisions.				

Grade 5 Health Education				
Standard:6 Goal Setting (HE.S.6)				
Students will demonstrate the ability to use goal-setting skills to enhance health.				
Performance Descriptors HE.S.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students performing at the distinguished level will research and develop: a disease prevention plan and strategies; strategies to change an unhealthy behavior; a personal health goal, identify resources to assist goal achievement and track progress toward its achievement.	Fifth grade students performing at the above mastery level will describe and explain: a disease prevention plan and strategies; strategies to change an unhealthy behavior; a personal health goal, identify resources to assist goal achievement and track progress toward its achievement.	Fifth grade students performing at the mastery level will: describe a disease prevention plan and strategies; identify strategies to change an unhealthy behavior; set a personal health goal, identify resources to assist goal achievement and track progress toward its achievement.	Fifth grade students performing at the partial mastery level will with practice: describe a disease prevention plan and strategies; identify strategies to change an unhealthy behavior; set a personal health goal, identify resources to assist goal achievement and track progress toward its achievement.	Fifth grade students performing at the novice level will with guidance and assistance: describe a disease prevention plan and strategies; identify strategies to change an unhealthy behavior; set a personal health goal, identify resources to assist goal achievement and track progress toward its achievement.
Objectives	Students will			
HE.5.6.01	describe disease prevention plans and strategies (e.g., diet, exercise, hygiene, habits, universal precautions, medical checkups, immunizations).			
HE.5.6.02	identify strategies to change an unhealthy behavior (e.g., smoking, energy balance, physical activity).			
HE.5.6.03	set a personal health goal, identify resources to assist in achieving the goal, and track progress toward its achievement.			
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Grade 5 Health Education	
Standard:7 Health Behaviors (HE.S.7)	
(HE.S.7) Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	

Performance Descriptors HE.S.7				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students performing at the distinguished level will research and analyze: between safe and risky or harmful relationships and list strategies to reduce threatening situations; related to puberty and list hygiene practices; techniques for managing stress; compare and contrast the nutritional facts on food labels when making personal food choices; compare and contrast the nutritional value of foods; a variety of strategies to avoid or reduce health risks.	Fifth grade students performing at the above mastery level will describe and explore: safe and risky or harmful relationships and list strategies to reduce threatening situations; biological changes related to puberty and list hygiene practices; techniques for managing stress; compare and contrast the nutritional value of foods; the nutritional facts on food labels; a variety of strategies to avoid or reduce health risks.	Fifth grade students performing at the mastery level will: distinguish between safe and risky or harmful relationships and list strategies to reduce threatening situations; identify related to puberty and list hygiene practices; demonstrate techniques for managing stress; compare and contrast the nutritional facts on food labels when making personal food choices; demonstrate a variety of strategies to avoid or reduce health risks.	Fifth grade students performing at the partial mastery level will with practice: distinguish between safe and risky or harmful relationships and list strategies to reduce threatening situations; practices related to puberty and list hygiene practices; demonstrate techniques for managing stress; compare and contrast the nutritional facts on food labels when making personal food choices; demonstrate a variety of strategies to avoid or reduce health risks.	Fifth grade students performing at the novice level will with guidance and assistance: distinguish between safe and risky or harmful relationships and list strategies to reduce threatening situations; practices related to puberty and list hygiene practices; demonstrate techniques for managing stress; compare and contrast the nutritional facts on food labels when making personal food choices; demonstrate a variety of strategies to avoid or reduce health risks.
Objectives	Students will			
HE.5.7.01	distinguish between safe, risky, or harmful relationships and list strategies to reduce threatening situations (e.g., anger management, peer pressure reversal, self-protective strategies).			
HE.5.7.02	identify biological changes related to puberty and list hygiene practices			
HE.5.7.03	demonstrate techniques for managing stress (e.g., exercising, meditation).			
HE.5.7.04	compare and contrast the nutritional facts on food labels,			
HE.5.7.05	demonstrate a variety of strategies to avoid or reduce health risks.			

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Grade 5		Health Education			
Standard:8		Advocacy (HE.S.8)			
(HE.S.8)		Students will demonstrate the ability to advocate for personal, family, and community health.			
Performance Descriptors HE.S.8					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students performing at the distinguished level will research and explain: identify recommended and required; family menus that meet dietary guidelines and encourage family members to make positive health choices; a convincing argument for considering nutritional value of foods when making personal food choices; roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.		Fifth grade students performing at the above mastery level will describe and analyze: identify recommended and required vaccinations; family menus that meet dietary guidelines and encourage family members to make positive health choices; a convincing argument for considering nutritional value of foods when making personal food choices; roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.	Fifth grade students performing at the mastery level will: identify recommended and required vaccinations; propose family menus that meet dietary guidelines and encourage family members to make positive health choices; generate a convincing argument for considering nutritional value of foods when making personal food choices; discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.	Fifth grade students performing at the partial mastery level will with practice: identify recommended and required vaccinations; propose family menus that meet dietary guidelines and encourage family members to make positive health choices; generate a convincing argument for considering nutritional value of foods when making personal food choices; discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.	Fifth grade students performing at the novice level will with guidance and assistance: identify recommended and required vaccinations; propose family menus that meet dietary guidelines and encourage family members to make positive health choices; generate a convincing argument for considering nutritional value of foods when making personal food choices; discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.
Objectives		Students will			
HE. 5.8.01		identify recommended and required vaccinations from birth through adulthood.			
HE. 5.8.02		propose family menus that meet dietary guidelines and encourage family members to make positive health choices.			

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HE.5.8.03	generate a convincing argument for considering nutritional value of foods when making personal food choices.
HE.5.8.04	discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.

Sixth Grade Health Content Standards and Objectives

The sixth grade health objectives address many important social, emotional and physical changes of young adolescents. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). Students critically examine concepts related to personal health and wellness, injury prevention and tobacco use and recognize the impact of positive health decisions on personal goal attainment. Students improve social skills, discuss the impact of peer pressure and distinguish between positive and negative influences in relationships. Students demonstrate abilities to plan physical activities and nutritional practices to promote good health. They also recognize the relationship of body image and weight maintenance. Teaching strategies should provide students with opportunities to work in small groups and express individual opinions. The West Virginia Standards for Next Generation Learning include the following components: Next Generation Content Standards and Objectives and Next Generation Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with West Virginia Code §18-2-9:

- The West Virginia Department of Education shall provide a standardized health education assessment to be administered in sixth grade health education classes in order to measure student health knowledge and program effectiveness.
- All public schools must include instruction in any of grades six through twelve in the prevention, transmission and spread of AIDS and other sexually transmitted diseases.
- An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of acquired immune deficiency syndrome and other sexually transmitted diseases to examine the course curriculum requirements and materials to be used in such instruction. The parent or guardian may exempt such child from participation in such instruction by giving notice to that effect in writing to the school principal.

Grade 6	Health Education			
Standard:1	Health Promotion and Disease Prevention Objectives (HE.S.1)			
(HE.S.1)	Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Performance Descriptors HE.S.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students at the distinguished level	Sixth grade students at the above mastery level	Sixth grade students at the mastery level will: list	Sixth grade students performing at the partial	Sixth grade students performing at the novice

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will analyze and evaluate; the negative effects of alcohol, drugs, and tobacco; strategies for the prevention of injuries, communicable diseases, and other health problems; the functions of the major parts of the nervous system; how family history and hereditary factors impact personal health; the steps for breathing emergencies and basic first aid; the inter-relationship of emotional, intellectual, physical, social, and spiritual health in adolescence; describe in detail the anatomy functions of the reproductive system using proper medical terms	will investigate and explain: the negative effects of alcohol, drugs, and tobacco; strategies for the prevention of injuries, communicable diseases, and other health problems; the functions of the major parts of the nervous system; how family history and hereditary factors impact personal health; the steps for breathing emergencies and basic first aid; the inter-relationship of emotional, intellectual, physical, social, and spiritual health in adolescence; explain the anatomy and functions of the reproductive system using proper medical terms	the negative effects of alcohol, drugs, and tobacco; discuss and examine strategies for the prevention of injuries, communicable diseases, and other health problems; identify and describe the functions of the major parts of the nervous system; describe how family history and hereditary factors impact personal health; list the steps for breathing emergencies and basic first aid; discuss the inter-relationship of emotional, intellectual, physical, social, and spiritual health in adolescence; recognize the anatomy and functions of the reproductive system using proper medical terms	mastery level will with practice: list the negative effects of alcohol, drugs, and tobacco; discuss and examine strategies for the prevention of injuries, communicable diseases, and other health problems; identify and describe the functions of the major parts of the nervous system; describe how family history and hereditary factors impact personal health; list the steps for breathing emergencies and basic first aid; discuss the inter-relationship of emotional, intellectual, physical, social, and spiritual health in adolescence; recognize the anatomy and functions of the reproductive system using proper medical terms	level will with guidance and assistance: list the negative effects of alcohol, drugs, and tobacco; discuss and examine strategies for the prevention of injuries, communicable diseases, and other health problems; identify and describe the functions of the major parts of the nervous system; describe how family history and hereditary factors impact personal health; list the steps for breathing emergencies and basic first aid; discuss the inter-relationship of emotional, intellectual, physical, social, and spiritual health in adolescence; recognize the anatomy and functions of the reproductive system using proper medical terms
Objectives	Students will			
HE.6.1.01	investigate one's personal diet and include number and size of servings, and the RDA needs for adolescents			
HE.6.1.02	list short-term and long-term effects of alcohol, drugs, and tobacco.			
HE.6.1.03	discuss and examine strategies for the prevention of injuries (e.g., fractures, laceration, head trauma), communicable diseases (STD's, HIV, and AIDS), and other health problems.			
HE.6.1.04	list healthy behaviors and practices that benefit each body system.			

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HE.6.1.05	describe how family history and hereditary factors impact personal health.
HE.6.1.06	demonstrate CPR and basic first aid.
HE.6.1.07	discuss the inter-relationship of health components in adolescence (emotional, intellectual, physical, social, spiritual, mental, environmental).
HE.6.1.08	recognize medical terminology, anatomical landmarks, and functions of the reproductive system.

Grade 6	Health Education
Standard: 2	Culture, Media, and Technology (HE.S.2)
(HE.S.2)	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Performance Descriptors HE.S.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students performing at the distinguished level will analyze and illustrate: how messages from the media influence health behaviors; the influence that advertisers have on consumer choices; how families influence the health of adolescents; the influence of personal values, beliefs and culture on health practices and behaviors; how peers, school, and community can impact personal health practices and behaviors; how technology has advanced	Sixth grade students performing at the above mastery level will analyze and give examples of: how messages from the media influence health behaviors; the influence that advertisers have on consumer choices; how families influence the health of adolescents; the influence of personal values, beliefs and culture on health practices and behaviors; how peers, school, and community can impact personal health practices and behaviors; how technology has advanced	Sixth grade students performing at the mastery level will: analyze how messages from the media influence health behaviors; analyze the influence that advertisers have on consumer choices; examine how families influence the health of adolescents; describe the influence of personal values, beliefs and culture on health practices and behaviors; describe how peers, school, and community can impact personal health practices and behaviors; explain how	Sixth grade students performing at the below mastery level will, with assistance: analyze how messages from the media influence health behaviors; analyze the influence that advertisers have on consumer choices; examine how families influence the health of adolescents; describe the influence of personal values, beliefs and culture on health practices and behaviors; describe how peers, school, and community can impact personal health practices and	Sixth grade students performing at the novice level will, with teacher guidance: analyze how messages from the media influence health behaviors; analyze the influence that advertisers have on consumer choices; examine how families influence the health of adolescents; describe the influence of personal values, beliefs and culture on health practices and behaviors; describe how peers, school, and community can impact personal health practices and

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and influences health promotion and disease prevention.	and influences health promotion and disease prevention.	technology has advanced and influences health promotion and disease prevention.	behaviors; explain how technology has advanced and influences health promotion and disease prevention.	behaviors; explain how technology has advanced and influences health promotion and disease prevention.
Objectives	Students will			
HE.6.2.01	analyze how media messages influence health behaviors (e.g., appearance, fads, habits).			
HE.6.2.02	analyze advertiser influences on consumer choices (e.g., brand names, fads).			
HE.6.2.03	explain how families influence the health of adolescents (e.g., family time, meal preparation, religious practices, weight control).			
HE.6.2.04	describe the influence of personal values, beliefs and culture on health practices and behaviors.			
HE.6.2.05	describe how peers, school, and community can impact personal health practices and behaviors.			
HE.6.2.06	explain how technology has advanced health promotion and disease prevention and can influence personal and family health practices and behaviors.			

Grade 6	Health Education			
Standard: 3	Health Information and Services (HE.S.3)			
(HE.S.3)	Students will demonstrate the ability to access valid information and products and services to enhance health.			
Performance Descriptors HE.S.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students performing at the distinguished level will analyze and evaluate: the validity of health information, products and services; how to access valid health information from home, school, and community; how to locate	Sixth grade students performing at the above mastery level will compare and analyze: the validity of health information, products and services; how to access valid health information from home, school, and community; how to locate	Sixth grade students performing at the mastery level will: analyze the validity of health information, products and services; demonstrate how to access valid health information from home, school, and community; list and	Sixth grade students performing at the partial mastery level will with encouragement: analyze the validity of health information, products and services; demonstrate how to access valid health information from home, school, and	Sixth grade students performing at the novice level will with guidance and assistance: analyze the validity of health information, products and services; demonstrate how to access valid health information from home, school, and community;

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products that enhance and improve health; situations that may require professional health services; personal and hereditary information needed to determine preventive medical care.	products that enhance and improve health; situations that may require professional health services; personal and hereditary information needed to determine preventive medical care.	locate products that enhance and improve health; describe situations that may require professional health services; research personal and hereditary information needed to determine preventive medical care.	community; list and locate products that enhance and improve health; describe situations that may require professional health services; research personal and hereditary information needed to determine preventive medical care.	list and locate products that enhance and improve health; describe situations that may require professional health services; research personal and hereditary information needed to determine preventive medical care.
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Objectives	Students will
HE.6.3.01	analyze the validity of health information, products and services (e.g., choosing doctors, quackery).
HE.6.3.02	demonstrate how to access valid health information from home, school, and community (e.g., parent, 911, 211, teacher, school nurse).
HE.6.3.03	list and locate products that enhance and improve health (e.g., food, vitamins, and humidifiers).
HE.6.3.04	describe situations that may require professional health services (e.g., sudden illness, accidents).
HE.6.3.05	research personal and hereditary information needed to determine preventive medical care (e.g., family health tree, health screenings, nutritional guidelines).

Grade 6	Health Education
Standard:4	Communication (HE.S.4)
(HE.S.4)	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk.
Performance Descriptors HE.S.4	
Distinguished	Above Mastery
Sixth grade students performing at the	Sixth grade students performing at the above
	Mastery
	Partial Mastery
	Novice
Sixth grade students performing at the	Sixth grade students performing at the partial
	Sixth grade students performing at the novice

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distinguished level will: demonstrate and assess: effective communication skills to enhance health; a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations; refusal and negotiation skills to avoid or reduce risks; the value of assertive strategies when asking for help in an emergency; communication skills to build and maintain healthy relationships; how to call for help in an emergency.	mastery level will demonstrate and explain: effective communication skills to enhance health; a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations; refusal and negotiation skills to avoid or reduce risks; the value of assertive strategies when asking for help in an emergency; communication skills to build and maintain healthy relationships; how to call for help in an emergency.	mastery level will: perform effective communication skills to enhance health; demonstrate a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations; demonstrate refusal and negotiation skills to avoid or reduce risks; demonstrate the value of assertive strategies when asking for help in an emergency; exhibit communication skills to build and maintain healthy relationships; how to call for help in an emergency.	mastery level will with encouragement: perform effective communication skills to enhance health; demonstrate a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations; demonstrate refusal and negotiation skills to avoid or reduce risks; demonstrate the value of assertive strategies when asking for help in an emergency; exhibit communication skills to build and maintain healthy relationships; how to call for help in an emergency.	level will with guidance and assistance: perform effective communication skills to enhance health; demonstrate a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations; demonstrate refusal and negotiation skills to avoid or reduce risks; demonstrate the value of assertive strategies when asking for help in an emergency; exhibit communication skills to build and maintain healthy relationships; how to call for help in an emergency.
Objectives	Students will			
HE.6.4.01	demonstrate effective verbal and non-verbal communication skills to enhance health (e.g., body language, restating, individual and group conversation)			
HE.6.4.02	demonstrate a variety of positive coping mechanisms and conflict resolution skills (e.g., peer mediation and non-violent strategies) to deal with upset feelings and difficult situations.			
HE.6.4.03	demonstrate refusal and negotiation skills to avoid or reduce risks (e.g., refusal skills, peer mediation, communication skills, texting, cell phone, and internet communications).			
HE.6.4.04	demonstrate how to call for help in an emergency. (e.g., 911, 211, teacher, neighbor).			
HE.6.4.05	give examples of communication skills to build and maintain healthy relationships (e.g., friendships, parents, teachers, classmates).			

Grade 6	Health Education			
Standard: 5	Decision Making (HE.S.5)			
(HE.S.5)	Students will demonstrate the ability to use decision-making skills to enhance health.			
Performance Descriptors HE.S.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students performing at the distinguished level will analyze and evaluate: health-related situations that require carefully thought out decisions; healthy options to health-related issues or problems; the potential outcomes when making health-related decisions; decision-making skills that protect against communicable and non-communicable diseases; healthy alternatives when making decisions; the steps of the decision-making process to solve problems.	Sixth grade students performing at the above mastery level will identify and explain: health-related situations that require carefully thought out decisions; healthy options to health-related issues or problems; the potential outcomes when making health-related decisions; decision-making skills that protect against communicable and non-communicable diseases; healthy alternatives when making decisions; the steps of the decision-making process to solve problems.	Sixth grade students performing at the mastery level will: identify health-related situations that require carefully thought out decisions; select healthy options to health-related issues or problems; describe the potential outcomes when making health-related decisions; select decision-making skills that protect against communicable and non-communicable diseases; compare healthy to unhealthy alternatives when making decisions; list the steps of the decision-making process to solve problems.	Sixth grade students performing at the partial mastery level will with encouragement: identify health-related situations that require carefully thought out decisions; select healthy options to health-related issues or problems; describe the potential outcomes when making health-related decisions; select decision-making skills that protect against communicable and non-communicable diseases; compare healthy to unhealthy alternatives when making decisions; list the steps of the decision-making process to solve problems.	Sixth grade students performing at the novice level will with guidance and assistance: identify health-related situations that require carefully thought out decisions; select healthy options to health-related issues or problems; describe the potential outcomes when making health-related decisions; select decision-making skills that protect against communicable and non-communicable diseases; compare healthy to unhealthy alternatives when making decisions; list the steps of the decision-making process to solve problems.
Objectives	Students will			
HE.6.5.01	identify health-related situations that require healthy decisions (i.e., weight management, nutrition, risky behaviors).			
HE.6.5.02	select healthy options that address health-related issues or problems (i.e. exercise, disease prevention)			

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HE.6.5.03	describe potential outcomes when making health-related decisions (obesity, alcoholism, drug dependence) for self and others.
HE.6.5.04	select decision-making skills that protect against communicable and non-communicable diseases (e.g., hand washing, covering coughs, safety, diet, exercise).
HE.6.5.05	compare healthy to unhealthy alternatives when making decisions (e.g., apple: brownie; non-sedentary: sedentary; tobacco; no tobacco).
HE.6.5.06	list the steps of the decision-making process to solve problems.

Grade 6		Health Education			
Standard:6		Goal Setting (HE.S.6)			
(HE.S.6)		Students will demonstrate the ability to use goal-setting skills to enhance health.			
Performance Descriptors HE.S.6					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Sixth grade students performing at the distinguished level will analyze and evaluate: personal health practices; how the goal setting process is important in designing strategies to quit risky behaviors; how to create a personal health goal and track its progress toward achievement; how personal health goals and practices can change.	Sixth grade students performing at the above mastery level will explain: personal health practices; how the goal setting process is important in designing strategies to quit risky behaviors; how to create a personal health goal and track its progress toward achievement; how personal health goals and practices can change.	Sixth grade students performing at the mastery level will: list personal health practices; explain how the goal setting process is important in designing strategies to quit risky behaviors; select a personal health goal and track its progress toward achievement; describe how personal health goals and practices can change.	Sixth grade students performing at the partial mastery level will with encouragement: list personal health practices; explain how the goal setting process is important in designing strategies to quit risky behaviors; select a personal health goal and track its progress toward achievement; describe how personal health goals and practices can change	Sixth grade students performing at the novice level will with guidance and assistance: list personal health practices; explain how the goal setting process is important in designing strategies to quit risky behaviors; select a personal health goal and track its progress toward achievement; describe how personal health goals and practices can change	
Objectives	Students will				
HE. 6.6.01	list personal health practices (e.g., exercise, proper rest, diet, doctor/dental appointments).				

HE.6.6.02	explain how the goal setting process is important in designing strategies to avoid risky behaviors (e.g. alcohol, tobacco, and other drugs, sexual activity).
HE.6.6.03	select a personal health goal and track its progress toward achievement (e.g., nutritional goals, fitness goals).
HE.6.6.04	describe how personal health goals and practices can change (i.e., maturity, peer influences, environment).

Grade 6	Health Education				
Standard:7	Health Behaviors (HE.S.7)				
(HE.S.7)	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				
Performance Descriptors HE.S.7					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Sixth grade students performing at the distinguished level will analyze and evaluate: safe and risky behaviors in relationships; differences between safe and risky behaviors for pregnancy and STDs; protective behaviors used to avoid and reduce threatening situations; signs and strategies that can be used to reduce stress, anxiety and depression; discuss good health practices to improve personal and family health.	Sixth grade students performing at the above mastery level will analyze safe and risky behaviors in relationships; differences between safe and risky behaviors for pregnancy and STDs; protective behaviors used to avoid and reduce threatening situations; signs and strategies that can be used to reduce stress, anxiety and depression; discuss good health practices to improve personal and family health.	Sixth grade students performing at the mastery level will: differentiate behaviors in relationships; contrast the differences between safe and risky behaviors for pregnancy and STDs; list protective behaviors used to avoid and reduce threatening situations; exhibit signs and strategies that can be used to reduce stress, anxiety and depression; discuss good health practices to improve personal and family health.	Sixth grade students performing at the partial mastery level will with encouragement: differentiate between safe and risky behaviors in relationships; contrast the differences between safe and risky behaviors for pregnancy and STDs; list protective behaviors used to avoid and reduce threatening situations; exhibit signs and strategies that can be used to reduce stress, anxiety and depression; discuss good health practices to improve personal and family health.	Sixth grade students performing at the novice level will with guidance and assistance: differentiate between safe and risky behaviors in relationships; contrast the differences between safe and risky behaviors for pregnancy and STDs; list protective behaviors used to avoid and reduce threatening situations; exhibit signs and strategies that can be used to reduce stress, anxiety and depression; discuss good health practices to improve personal and family health.	

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Objectives	Students will
HE.6.7.01	differentiate between safe and risky behaviors in relationships (e.g., abuse, date rape, peer pressure, sexual activity).
HE.6.7.02	contrast the differences between safe and risky behaviors for preventing pregnancy and STDs (e.g., abstinence, birth control, drug use).
HE.6.7.03	list protective behaviors used to avoid and reduce threatening situations (e.g., be with a group, confide in parents or teachers).
HE.6.7.04	identify signs and strategies that can be used to reduce stress, anxiety and depression.
HE.6.7.05	discuss good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation).

Grade 6	Health Education
Standard:8	Advocacy (HE.S.7)
(HE.S.7)	Students will demonstrate the ability to advocate for personal, family, and community health.
Performance Descriptors HE.S.7	

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students performing at the distinguished level will analyze and evaluate how to: work cooperatively to advocate for healthy individuals, families, and schools; discuss ways that health messages and communication techniques can be altered depending on their audiences; influence others to make positive health choices.	Sixth grade students performing at the above mastery level will demonstrate and explain how to: work cooperatively to advocate for healthy individuals, families, and schools; discuss ways that health messages and communication techniques can be altered depending on their audiences; influence others to make positive health choices.	Sixth grade students performing at the mastery level will: work cooperatively to advocate for healthy individuals, families, and schools; discuss ways that health messages and communication techniques can be altered depending on their audiences; explain how to influence others to make positive health choices.	Sixth grade students performing at the partial mastery level will with encouragement: work cooperatively to advocate for healthy individuals, families, and schools; discuss ways that health messages and communication techniques can be altered depending on their audiences; explain how to influence others to make positive health choices.	Sixth grade students performing at the novice level will with guidance and assistance: work cooperatively to advocate for healthy individuals, families, and schools; discuss ways that health messages and communication techniques can be altered depending on their audiences; explain how to influence others to make positive health choices.

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Objectives	Students will
HE.6.8.01	work cooperatively to advocate for healthy individuals, families, and schools (i.e., blog, portfolio, school newspaper)
HE.6.8.02	discuss ways that health messages and communication techniques can be altered depending on their audiences (i.e., tots, pre-teens, teens, adults, senior citizens,).
HE.6.8.03	explain how to influence others to make positive health choices (e.g., by example, encouragement, positive messages).

Seventh Grade Health Content Standards and Objectives

Skills practice, improvement and application in stress management, positive communication skills, conflict resolution, decision making and refusal skills provide the potential for guiding seventh graders through one of the most difficult developmental periods and for helping students distinguish between normal transitional behaviors that are developmentally enhancing and those behaviors that can be risky or lead to unforeseen consequences. Drug, alcohol and pregnancy prevention should focus on correcting erroneous perceptions of the prevalence and acceptability of behaviors, establishing safe, health enhancing group norms and establishing or reinforcing perceived personal susceptibility to the consequences of risk-taking behavior. Students demonstrate responsible personal health choices and competence with skills for developing positive relationships. Students investigate the relationship of personal diet and physical activity to good health and disease prevention. Multiple teaching strategies and activities enhance the student's experience and perceived relevance of health education. Students learn to access and use available information and services to enhance and advocate for health. The West Virginia Standards for Next Generation Learning include the following components: Next Generation Content Standards and Objectives and Next Generation Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with West Virginia Code §18-2-9:

- the West Virginia Department of Education shall provide a standardized health education assessment to be administered in sixth grade health education classes in order to measure student health knowledge and program effectiveness.
- All public schools must include instruction in any of grades six through twelve in the prevention, transmission and spread of AIDS and other sexually transmitted diseases.
- An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of acquired immune deficiency syndrome and other sexually transmitted diseases to examine the course curriculum requirements and materials to be used in such instruction. The parent or guardian may exempt such child from participation in such instruction by giving notice to that effect in writing to the school principal.

Grade 7	Health Education			
Standard:1	Health Promotion and Disease Prevention Objectives (HE.S.1)			
(HE.S.1)	Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Performance Descriptors HE.S.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students	Seventh grade students	Seventh grade students	Seventh grade students	Seventh grade students

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performing on the distinguished level will analyze and evaluate: the six essential nutrients; determine their sources and functions; the effects of various behaviors on body systems and wellness; the anatomy and functions of the reproductive system; general symptoms and potential long-term health consequences of STDs; first aid procedures; ways to maintain and improve emotional, intellectual, physical, social, and spiritual health.	performing on the above mastery level will list and explain: the six essential nutrients; determine their sources and functions; the effects of various behaviors on body systems and wellness; the anatomy and functions of the reproductive system; general symptoms and potential long-term health consequences of STDs; first aid procedures; ways to maintain and improve emotional, intellectual, physical, social, and spiritual health.	performing on the mastery level will: list the six essential nutrients; determine their sources and functions; analyze the effects of various behaviors on body systems and wellness; describe the anatomy and functions of the reproductive system; identify general symptoms and potential long-term health consequences of STDs; demonstrate first aid procedures; describe ways to maintain and improve emotional, intellectual, physical, social, and spiritual health.	performing at the partial mastery level will with encouragement: list the six essential nutrients; determine their sources and functions; analyze the effects of various behaviors on body systems and wellness; describe the anatomy and functions of the reproductive system; identify general symptoms and potential long-term health consequences of STDs; demonstrate first aid procedures; describe ways to maintain and improve emotional, intellectual, physical, social, and spiritual health.	performing at the novice level will with guidance and assistance: list the six essential nutrients; determine their sources and functions; analyze the effects of various behaviors on body systems and wellness; describe the anatomy and functions of the reproductive system; identify general symptoms and potential long-term health consequences of STDs; demonstrate first aid procedures; describe ways to maintain and improve emotional, intellectual, physical, social, and spiritual health.
Objectives	Students will			
HE.7.1.01	list the six essential nutrients; determine their sources and functions.			
HE.7.1.02	analyze the effects of risky behaviors on body systems and general wellness (e.g., substance abuse, smoking).			
HE.7.1.03	describe the anatomy and functions of the reproductive system.			
HE.7.1.04	identify general symptoms and potentially long-term health consequences of STDs (e.g., opportunistic infections, infertility, death)			
HE.7.1.05	demonstrate first aid procedures (e.g., CPR, control bleeding, airway obstructions, fractures).			
HE.7.1.06	describe ways to maintain and improve the components of health (emotional, physical, social, intellectual, spiritual, environmental (e.g., total wellness, positive thinking).			

Grade 7		Health Education		
Standard:2		Culture, Media and Technology (HE.S.2)		
(HE.S.2)		Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
Performance Descriptors HE.S.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students performing at the distinguished level will analyze and evaluate: the influence of cultural beliefs on health behaviors; how messages from the media can influence health behaviors; the impact of bullying and identify necessary coping skills; recognize the importance of respecting individual differences; media messages about alcohol, tobacco, and other drugs; the influence that advertisers have on consumer choices; how peers, schools, and communities can impact personal health practices and behaviors; the influence of the family on the health of adolescents.	Seventh grade students performing at the above mastery level will analyze the influence of cultural beliefs on health behaviors; how messages from the media can influence health behaviors; the impact of bullying and identify necessary coping skills; recognize the importance of respecting individual differences; media messages about alcohol, tobacco, and other drugs; the influence that advertisers have on consumer choices; how peers, schools, and communities can impact personal health practices and behaviors; the influence of the family on the health of adolescents.	Seventh grade students performing at the mastery level will: compare and contrast the influence of cultural beliefs on health behaviors; debate how messages from the media can influence health behaviors; describe the impact of bullying and identify necessary coping skills; recognize the importance of respecting individual differences; analyze media messages about alcohol, tobacco, and other drugs; analyze the influence that advertisers have on consumer choices; evaluate how peers, schools, and communities can impact personal health practices and behaviors; examine the influence of the family on	Seventh grade students performing at the partial mastery level will with encouragement: compare and contrast the influence of cultural beliefs on health behaviors; debate how messages from the media can influence health behaviors; describe the impact of bullying and identify necessary coping skills; recognize the importance of respecting individual differences; analyze media messages about alcohol, tobacco, and other drugs; analyze the influence that advertisers have on consumer choices; evaluate how peers, schools, and communities can impact personal health practices and behaviors; examine the influence of the	Seventh grade students performing at the novice level will with guidance and assistance: compare and contrast the influence of cultural beliefs on health behaviors; debate how messages from the media can influence health behaviors; describe the impact of bullying and identify necessary coping skills; recognize the importance of respecting individual differences; analyze media messages about alcohol, tobacco, and other drugs; analyze the influence that advertisers have on consumer choices; evaluate how peers, schools, and communities can impact personal health practices and behaviors; examine the influence of the

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		the health of adolescents.	family on the health of adolescents.	family on the health of adolescents.
Objectives	Students will			
HE.7.2.01	compare and contrast the influence of cultural beliefs on health behaviors (e.g., nutrition, hygiene, medical treatment, alcohol, tobacco, and other drugs).			
HE.7.2.02	debate how messages from the media can influence health behaviors (e.g., advertising techniques).			
HE.7.2.03	describe the impact of bullying (e.g., physical, verbal, cyber) and identify necessary coping skills.			
HE.7.2.04	recognize the importance of respecting individual differences (e.g., race, religion, size, age, sex).			
HE.7.2.05	analyze media messages about alcohol, tobacco, and other drugs (e.g., alcoholic beverage commercials, prescription and OTC drugs).			
HE.7.2.06	analyze the influence that advertisers have on consumer choices (e.g., tobacco and alcohol use, clothing styles, makeup).			
HE.7.2.07	evaluate how peers, schools, and communities can impact personal health practices and behaviors (e.g., PTA, scouting and other youth organizations).			
HE.7.2.08	examine the influence of the family on the health of adolescents (e.g., smoking, drinking, drug use, meal plans).			

Grade 7	Health Education			
Standard:3	Health Information and Services (HE.S.3)			
(HE.S.3)	Students will demonstrate the ability to access valid health information and products and services to enhance health.			
Performance Descriptors HE.S.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students performing at the distinguished level will analyze and evaluate: the costs of health information, products and services; valid health information found in the home, school, and community; the	Seventh grade students performing at the above mastery level will analyze and give examples of: the costs of health information, products and services; valid health information found in the home, school, and community; the	Seventh grade students performing at the mastery level will: evaluate the costs of health information, products and services; recognize valid health information found in the home, school, and community; appraise the accessibility of products	Seventh grade students performing at the partial mastery level will with encouragement: evaluate the costs of health information, products and services; recognize valid health information found in the home, school, and community; appraise the	Seventh grade students performing at the novice level will with guidance and assistance: evaluate the costs of health information, products and services; recognize valid health information found in the home, school, and community; appraise the

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accessibility of products that enhance health; list situations that require professional and community services; personal and hereditary data to determine medical care needs; the costs of health information, products and services; myths, misinformation and stereotyping associated with health services.	accessibility of products that enhance health; list situations that require professional and community services; personal and hereditary data to determine medical care needs; the costs of health information, products and services; myths, misinformation and stereotyping associated with health services.	that enhance health; list situations that require professional and community services; utilize personal and hereditary data to determine medical care needs; evaluate the costs of health information, products and services; identify myths, misinformation and stereotyping associated with health services.	accessibility of products that enhance health; list situations that require professional and community services; utilize personal and hereditary data to determine medical care needs; evaluate the costs of health information, products and services; identify myths, misinformation and stereotyping associated with health services.
Objectives	Students will		
HE.7.3.01	evaluate the costs of health information, products and services (e.g., compare/contrast products, internet purchases)		
HE.7.3.02	recognize valid health information found in the home, school, community and the internet (e.g. literature, hospital brochures, websites).		
HE.7.3.03	appraise the accessibility of products that enhance health (e.g., age requirements, internet, community access)		
HE.7.3.04	list situations that require professional and community health services (e.g., accidents, illnesses, health maintenance).		
HE.7.3.05	utilize personal and hereditary data to determine medical care needs (e.g., health screenings, nutritional guidelines).		
HE.7.3.06	identify myths, misinformation and stereotyping associated with health services (e.g., quackery, false advertising).		

Grade 7	Health Education			
Standard: 4	Communication (HE.S.4)			
(HE.S.4)	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk.			
Performance Descriptors HE.S.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice

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Seventh grade students performing at the distinguished level will analyze and evaluate: effective verbal and non-verbal communication skills to enhance health; how character and personality affect the perception of one's ability to communicate; a variety of positive coping mechanisms/conflict resolution skills; refusal and negotiation skills to avoid health risks; ways one can develop healthful family relationships; steps that can be taken to improve dysfunctional family relationships; the value of assertive strategies when asking for help in an emergency; communication skills to build and maintain healthy relationships.	Seventh grade students performing at the above mastery level will analyze and give examples of: effective verbal and non-verbal communication skills to enhance health; how character and personality affect the perception of one's ability to communicate; a variety of positive coping mechanisms/conflict resolution skills; refusal and negotiation skills to avoid health risks; ways one can develop healthful family relationships; steps that can be taken to improve dysfunctional family relationships; the value of assertive strategies when asking for help in an emergency; communication skills to build and maintain healthy relationships.	Seventh grade students performing at the mastery level will: analyze effective verbal and non-verbal communication skills to enhance health; explain how character and personality affect the perception of one's ability to communicate; demonstrate a variety of positive coping mechanisms/conflict resolution skills; give examples of refusal and negotiation skills to avoid health risks; discuss ways one can develop healthful family relationships; list steps that can be taken to improve dysfunctional family relationships; explain the value of assertive strategies when asking for help in an emergency; list communication skills to build and maintain healthy relationships.	Seventh grade students performing at the partial mastery level will with encouragement: analyze effective verbal and non-verbal communication skills to enhance health; explain how character and personality affect the perception of one's ability to communicate; demonstrate a variety of positive coping mechanisms/conflict resolution skills; give examples of refusal and negotiation skills to avoid health risks; discuss ways one can develop healthful family relationships; list steps that can be taken to improve dysfunctional family relationships; explain the value of assertive strategies when asking for help in an emergency; list communication skills to build and maintain healthy relationships.	Seventh grade students performing at the novice level will with guidance and assistance: analyze effective verbal and non-verbal communication skills to enhance health; explain how character and personality affect the perception of one's ability to communicate; demonstrate a variety of positive coping mechanisms/conflict resolution skills; give examples of refusal and negotiation skills to avoid health risks; discuss ways one can develop healthful family relationships; list steps that can be taken to improve dysfunctional family relationships; explain the value of assertive strategies when asking for help in an emergency; list communication skills to build and maintain healthy relationships.
Objectives	Students will			
HE.7.4.01	analyze effective verbal and non-verbal communication skills to enhance health (e.g., body language, restating, individual/group conversation).			

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HE.7.4.02	explain how character and personality affect the perception of one's ability to communicate (e.g., confident = aggressive; shy = passive).
HE.7.4.03	analyze the effectiveness of a variety of positive coping mechanisms/conflict resolution skills (e.g., peer mediation, non-violent strategies to deal with upset feelings and difficult situations).
HE.7.4.04	give examples of refusal and negotiation skills to avoid health risks (e.g., say no, avoid risks, give excuses).
HE.7.4.05	discuss ways one can develop healthful family relationships (e.g., share with siblings, chores, spend time together).
HE.7.4.06	list steps that can be taken to improve dysfunctional family relationships (e.g., Alanon, counselor, trusted adults, try to get along).
HE.7.4.07	demonstrate the value of assertive strategies when asking for help in an emergency (e.g. 911, 211, police, fire, teacher).
HE.7.4.08	list communication skills to build and maintain healthy relationships (e.g., listening, body language, patience)

Grade 7	Health Education				
Standard:5	Decision Making (HE.S.5)				
(HE.S.5)	Students will demonstrate the ability to use decision-making skills to enhance health.				
Performance Descriptors HE.S.5					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Seventh grade students performing at the distinguished level will analyze and evaluate: the USDA Dietary Guidelines in meal planning; the consequences of poor nutritional choices for self and others; situations and practice skills requiring decisions with alcohol, tobacco and	Seventh grade students performing at the above mastery level will analyze and give examples of: the USDA Dietary Guidelines in meal planning; the consequences of poor nutritional choices for self and others; situations and practice skills requiring decisions with alcohol, tobacco and	Seventh grade students performing at the mastery level will: apply the USDA Dietary Guidelines in meal planning; discuss the consequences of poor nutritional choices for self and others; illustrate situations and practice skills requiring decisions with alcohol, tobacco and other drugs; apply the	Seventh grade students performing at the partial mastery level will with encouragement: apply the USDA Dietary Guidelines in meal planning; discuss the consequences of poor nutritional choices for self and others; illustrate situations and practice skills requiring decisions with alcohol, tobacco and	Seventh grade students performing at the novice level will with guidance and assistance: apply the USDA Dietary Guidelines in meal planning; discuss the consequences of poor nutritional choices for self and others; illustrate situations and practice skills requiring decisions with alcohol, tobacco and	

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other drugs; the steps of a decision-making process to solve a problem; healthy and unhealthy alternatives when making decisions.	other drugs; the steps of a decision-making process to solve a problem; healthy and unhealthy alternatives when making decisions.	steps of a decision-making process to solve a problem; differentiate between healthy and unhealthy alternatives when making decisions.	other drugs; apply the steps of a decision-making process to solve a problem; differentiate between healthy and unhealthy alternatives when making decisions.
Objectives	Students will		
HE.7.5.01	apply the USDA Dietary Guidelines in meal planning.		
HE.7.5.02	discuss the consequences of poor nutritional choices (e.g., eating disorders) for self and others (e.g., families, babies).		
HE.7.5.03	illustrate situations and practice skills requiring decisions with alcohol, tobacco and other drugs.		
HE.7.5.04	apply the steps of a decision-making process to solve a problem.		
HE.7.5.05	differentiate between healthy and unhealthy alternatives when making decisions.		

Grade 7	Health Education			
Standard:6	Goal Setting (HE.S.6)			
(HE.S.6)	Students will demonstrate the ability to use goal-setting skills to enhance health.			
Performance Descriptors HE.S.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students performing at the distinguished level will analyze and evaluate: personal health practices; how the goal setting process is important when planning future events; develop a personal health goal; how time may change personal health	Seventh grade students performing at the above mastery level will analyze and give examples of: personal health practices; how the goal setting process is important when planning future events; develop a personal health goal; how time may change personal health	Seventh grade students performing at the mastery level will: develop personal health practices; explain how the goal setting process is important when planning future events; create and develop a personal health goal; discuss how time may change personal	Seventh grade students performing at the partial mastery level will with encouragement: develop personal health practices; explain how the goal setting process is important when planning future events; create and develop a personal health goal; discuss how time	Seventh grade students performing at the novice level will with guidance and assistance: develop personal health practices; explain how the goal setting process is important when planning future events; create and develop a personal health goal; discuss how time

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goals.	goals.	health goals.	may change personal health goals.	may change personal health goals.
Objectives	Students will			
HE.7.6.01	develop a personal health plan to address strengths, weaknesses and health risks.(e.g., diet, exercise, sleep, relationships).			
HE.7.6.02	explain how the goal setting process is important when planning future events (e.g., college, marriage, job).			
HE.7.6.03	create and develop a personal health goal.			
HE.7.6.04	discuss how time may change personal health goals. (e.g., change of schools, getting older, new interests, family alteration)			

Grade 7	Health Education
Standard: 7	Health Behaviors (HE.S.7)
(HE.S.7)	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Performance Descriptors HE.S.7	

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students performing at the distinguished level will analyze and evaluate: safe and risky or harmful behaviors in relationships; the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; protective behaviors used to avoid threatening situations; signs of and strategies to reduce stress, anxiety and depression;	Seventh grade students performing at the above mastery level will analyze safe and risky or harmful behaviors in relationships; the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; protective behaviors used to avoid threatening situations; signs of and strategies to reduce stress, anxiety and depression;	Seventh grade students performing at the mastery level will: distinguish between safe and risky or harmful behaviors in relationships; analyze the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; dramatize protective behaviors used to avoid and reduce threatening situations; identify signs of and strategies to reduce stress, anxiety and depression;	Seventh grade students performing at the partial mastery level will with encouragement: distinguish between safe and risky or harmful behaviors in relationships; analyze the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; dramatize protective behaviors used to avoid and reduce threatening situations; identify signs of and	Seventh grade students performing at the novice level will with guidance and assistance: distinguish between safe and risky or harmful behaviors in relationships; analyze the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; dramatize protective behaviors used to avoid and reduce threatening situations; identify signs of and

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good health practices to improve personal and family health.	good health practices to improve personal and family health.	establish good health practices to improve personal and family health.	strategies to reduce stress, anxiety and depression; establish good health practices to improve personal and family health.	strategies to reduce stress, anxiety and depression; establish good health practices to improve personal and family health.
Objectives	Students will			
HE.7.7.01	recognize risky or harmful behaviors that may occur in relationships (e.g., abuse, date rape, sexual activity).			
HE.7.7.02	analyze the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs, including HIV/AIDS and HBV (e.g., abstinence, birth control, disease control).			
HE.7.7.03	dramatize protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment).			
HE.7.7.04	identify strategies to reduce stress, anxiety and depression.			
HE.7.7.05	identify good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation).			

Grade 7	Health Education			
Standard:8	Advocacy (HE.S.8)			
(HE.S.8)	Students will demonstrate the ability to advocate for personal, family, and community health.			
Performance Descriptors HE.S.8				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students performing at the distinguished level will analyze and evaluate how to: work cooperatively with their family to advocate for healthy lifestyles; examine methods to alter health messages and communication	Seventh grade students performing at the above mastery level will explain how to: work cooperatively with their family to advocate for healthy lifestyles; examine methods to alter health messages and communication techniques for different	Seventh grade students performing at the mastery level will: work cooperatively with their family to advocate for healthy lifestyles; examine methods to alter health messages and communication techniques for different audiences; demonstrate	Seventh grade students performing at the partial mastery level will with encouragement: work cooperatively with their family to advocate for healthy lifestyles; examine methods to alter health messages and communication techniques for different	Seventh grade students performing at the novice level will with guidance and assistance: work cooperatively with their family to advocate for healthy lifestyles; examine methods to alter health messages and communication techniques for different

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techniques for different audiences; influence others to make positive health choices.	audiences; influence others to make positive health choices.	how to influence others to make positive health choices.	audiences; demonstrate how to influence others to make positive health choices.	audiences; demonstrate how to influence others to make positive health choices.
Objectives	Students will			
HE.7.8.01	advocate to their family to work cooperatively for healthy lifestyles (e.g., exercise together, diet plans, food preparation, spend time together).			
HE.7.8.02	explain why making positive health choices will influence others.			

Eighth Grade Health Content Standards and Objectives

The eighth grade health education objectives provide opportunities for students to practice decision making, communication skills and goal setting in role-played or simulated situations that outline the importance of taking responsibility for individual actions. Consequences of poor decisions are examined closely in relationship to a variety of important risks and strategies to enhance personal health and wellness. Students examine violence prevention and develop strategies to promote safety for themselves and others. Discussion of the negative consequences of drug, alcohol, and tobacco use and sexual activity are important components of the eighth grade health education curriculum. Multiple teaching strategies and activities enhance the student's experience and perceived relevance of health education. Students learn to access, use, critically evaluate and apply health information and services. The West Virginia Standards for Next Generation Learning include the following components: Next Generation Content Standards and Objectives and Next Generation Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with West Virginia Code §18-2-9:

- the West Virginia Department of Education shall provide a standardized health education assessment to be administered in sixth grade health education classes in order to measure student health knowledge and program effectiveness.
- All public schools must include instruction in any of grades six through twelve in the prevention, transmission and spread of AIDS and other sexually transmitted diseases.
- An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of acquired immune deficiency syndrome and other sexually transmitted diseases to examine the course curriculum requirements and materials to be used in such instruction. The parent or guardian may exempt such child from participation in such instruction by giving notice to that effect in writing to the school principal.

Grade 8	Health Education			
Standard:1	Health Promotion and Disease Prevention Objectives (HE.S.1)			
(HE.S.1)	Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Performance Descriptors HE.S.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students performing at the distinguished level will	Eighth grade students performing at the above mastery level will analyze	Eighth grade students performing at the mastery level will: apply sound	Eighth grade students performing at the partial mastery level will with	Eighth grade students performing at the novice level will with guidance

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analyze and evaluate: sound nutritional principles to healthy food choices; the effects of risky behaviors on body systems and wellness; the functions of the bodies systems; the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases; first aid procedures; the components of wellness; recognize and evaluate behaviors that protect and keep the reproductive systems healthy.	and give examples of: sound nutritional principles to healthy food choices; the effects of risky behaviors on body systems and wellness; the functions of the bodies systems; the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases; first aid procedures; the components of wellness; recognize and list behaviors that protect and keep the reproductive systems healthy.	nutritional principles to healthy food choices; analyze the effects of risky behaviors on body systems and wellness; label and explain the functions of the bodies systems; determine the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases; demonstrate first aid procedures; list and explain the components of wellness; recognize behaviors that protect and keep the reproductive systems healthy.	encouragement: apply sound nutritional principles to healthy food choices; analyze the effects of risky behaviors on body systems and wellness; label and explain the functions of the bodies systems; determine the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases; demonstrate first aid procedures; list and explain the components of wellness; recognize behaviors that protect and keep the reproductive systems healthy.	and assistance: apply sound nutritional principles to healthy food choices; analyze the effects of risky behaviors on body systems and wellness; label and explain the functions of the bodies systems; determine the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases; demonstrate first aid procedures; list and explain the components of wellness; recognize behaviors that protect and keep the reproductive systems healthy.
Objectives	Students will			
HE.8.1.01	apply sound nutritional principles to healthy food choices (e.g., menu preparation, nutrition labels).			
HE.8.1.02	analyze the effects of risky behaviors on body systems and wellness (e.g., substance abuse, eating disorders).			
HE.8.1.03	label and explain the functions of the bodies systems (e.g., circulatory, skeletal, reproductive, digestive).			
HE.8.1.04	determine the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases.			
HE.8.1.05	demonstrate first aid procedures (e.g., CPR, control bleeding, airway obstructions, fractures).			
HE.8.1.06	list and explain the components of total wellness (e.i., emotional, intellectual, physical, social, and spiritual).			
HE.8.1.07	recognize behaviors that protect and keep the male and female reproductive systems healthy.			
Grade 8	Health Education			

Standard:2	Culture, Media and Technology (HE.S.2)			
(HE.S.2)	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			
Performance Descriptors HE.S.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students performing at the distinguished level will analyze and evaluate: how culture influences decision on health behaviors; how the use of technology can help and hurt our health; how bullying can negatively affect one's life; the importance of respecting individual differences; critique methods of advertising focused on health information, products and services: the influence advertisers have on consumer choices; why peers, schools, and communities impact personal health practices and behaviors.	Eighth grade students performing at the above mastery level will analyze and give examples of: how culture influences decision on health behaviors; how the use of technology can help and hurt our health; how bullying can negatively affect one's life; the importance of respecting individual differences; critique methods of advertising focused on health information, products and services: the influence advertisers have on consumer choices; why peers, schools, and communities impact personal health practices and behaviors.	Eighth grade students performing at the mastery level will: distinguish how culture influences decision on health behaviors; debate how the use of technology can help and hurt our health; describe how bullying can negatively affect one's life; defend the importance of respecting individual differences; critique methods of advertising focused on health information, products and services: examine the influence advertisers have on consumer choices; explain why peers, schools, and communities impact personal health practices and behaviors.	Eighth grade students performing at the partial mastery level will with encouragement: distinguish how culture influences decision on health behaviors; debate how the use of technology can help and hurt our health; describe how bullying can negatively affect one's life; defend the importance of respecting individual differences; critique methods of advertising focused on health information, products and services: examine the influence advertisers have on consumer choices; explain why peers, schools, and communities impact personal health practices and behaviors.	Eighth grade students performing at the novice level will with guidance and assistance: distinguish how culture influences decision on health behaviors; debate how the use of technology can help and hurt our health; describe how bullying can negatively affect one's life; defend the importance of respecting individual differences; critique methods of advertising focused on health information, products and services: examine the influence advertisers have on consumer choices; explain why peers, schools, and communities impact personal health practices and behaviors.

Objectives	Students will
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HE.8.2.01	identify cultural influences on health behaviors (e.g., nutrition, hygiene, relationships, medical, drug use).
HE.8.2.02	discuss the use of technology and its positive and negative effects on health (e.g., video games, computers, cell phones, medical advances)
HE.8.2.03	describe how bullying can negatively affect one's life (low esteem, antisocial behavior).
HE.8.2.04	defend the importance of respecting individual differences.
HE.8.2.05	critique methods of advertising focused on health information, products and services.
HE.8.2.06	list methods that advertisers use to influence consumer choices (e.g., brand names, medicines, alcohol use).
HE.8.2.07	explain how peers, schools, and communities impact personal health practices and behaviors.

Grade 8	Health Education
Standard: 3	Health Information and Services (HE.S.3)
(HE.S.3)	Students will demonstrate the ability to access valid information and products and services to enhance health.

Performance Descriptors HE.S.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students performing at the distinguished level will analyze, evaluate, and report: how health information, products and services are financed; health information from home, school, and community that is reliable; products that are advertised to enhance health; occasions that require professional health agencies; medical care and cost; myths, misinformation and	Eighth grade students performing at the above mastery level will analyze and give examples of: how health information, products and services are financed; health information from home, school, and community that is reliable; products that are advertised to enhance health; occasions that require professional health agencies; medical care and cost; myths, misinformation and stereotyping associated	Eighth grade students performing at the mastery level will: investigate how health information, products and services are financed; evaluate if health information from home, school, and community is reliable; list and analyze products that are advertised to enhance health; list occasions that require professional health agencies; evaluate medical care and cost; research myths, misinformation and	Eighth grade students performing at the partial mastery level will with encouragement: investigate how health information, products and services are financed; evaluate if health information from home, school, and community is reliable; list and analyze products that are advertised to enhance health; list occasions that require professional health agencies; evaluate medical care and cost;	Eighth grade students performing at the novice level will with guidance and assistance: investigate how health information, products and services are financed; evaluate if health information from home, school, and community is reliable; list and analyze products that are advertised to enhance health; list occasions that require professional health agencies; evaluate medical care and cost;

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stereotyping associated with health services.	with health services.	stereotyping associated with health services.	research myths, misinformation and stereotyping associated with health services.
Objectives			
HE.8.3.01	Students will investigate how health information, products and services are financed (e.g., government, consumers, trusts).		
HE.8.3.02	evaluate if health information from home, school, and community is reliable (e.g., source, purpose).		
HE.8.3.03	list and analyze products that are advertised to enhance health (e.g., vitamins, supplements).		
HE.8.3.04	list occasions that require professional health agencies (e.g., illness, accidents, education).		
HE.8.3.05	evaluate medical care and cost (e.g., doctor fees, hospital costs, medicine, Medicare/Medicaid).		
HE.8.3.06	research myths, misinformation and stereotyping associated with health services (e.g., quackery, medical fraud).		

Grade 8	Health Education
Standard: 4	Communication (HE.S.4)
(HE.S.4)	Students will demonstrate the ability to use interpersonal communication skills to enhance health.
Performance Descriptors HE.S.4	

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students performing at the distinguished level will rationalize, explain and demonstrate: ways to exhibit care, consideration and respect for self and others; how personality affects one's ability to communicate; a variety of positive coping mechanisms/conflict resolution skills; various	Eighth grade students performing at the above mastery level will explain and demonstrate: ways to exhibit care, consideration and respect for self and others; how personality affects one's ability to communicate; a variety of positive coping mechanisms/conflict resolution skills; various refusal and negotiation	Eighth grade students performing at the mastery level will: demonstrate ways to exhibit care, consideration and respect for self and others; analyze how personality affects one's ability to communicate; develop a variety of positive coping mechanisms/conflict resolution skills; compare and contrast various	Eighth grade students performing at the partial mastery level will with encouragement: demonstrate ways to exhibit care, consideration and respect for self and others; analyze how personality affects one's ability to communicate; develop a variety of positive coping mechanisms/conflict	Eighth grade students performing at the novice level will with guidance and assistance: demonstrate ways to exhibit care, consideration and respect for self and others; analyze how personality affects one's ability to communicate; develop a variety of positive coping mechanisms/conflict

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refusal and negotiation skills to avoid or reduce risky and harmful health behaviors; ways one can develop healthful family relationships; adjustments that can be made if family changes occur; communication skills necessary for healthy relationships.	skills to avoid or reduce risky and harmful health behaviors; ways one can develop healthful family relationships; adjustments that can be made if family changes occur; communication skills necessary for healthy relationships.	refusal and negotiation skills to avoid or reduce risky and harmful health behaviors; plan ways to develop healthful family relationships; discuss adjustments that can be made if family changes occur; practice communication skills necessary for healthy relationships.	resolution skills; compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors; plan ways to develop healthful family relationships; discuss adjustments that can be made if family changes occur; practice communication skills necessary for healthy relationships.	resolution skills; compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors; plan ways to develop healthful family relationships; discuss adjustments that can be made if family changes occur; practice communication skills necessary for healthy relationships.
Objectives	Students will			
HE.8.4.01	demonstrate ways to exhibit care, consideration and respect for self and others (e.g., peer mediation, conflict resolution).			
HE.8.4.02	analyze how personality affects one's ability to communicate (e.g., confident = aggressive; shy = passive).			
HE.8.4.03	develop a variety of positive coping mechanisms/conflict resolution skills (e.g., negotiation, peer mediation, non-violent strategies).			
HE.8.4.04	compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors (e.g., pregnancy, drunk driving, STDs, dating violence, harassment, alcohol, tobacco, and other drugs).			
HE.8.4.05	plan ways to develop healthful family relationships.			
HE.8.4.06	discuss adjustments (e.g., role change, finances) that can be made if family changes occur (e.g., divorce, death, job loss, fire, disease, natural disasters).			
HE.8.4.07	practice communication skills necessary for healthy relationships (e.g., courtesy, manners, respect).			

Grade 8	Health Education
Standard:5	Decision Making (HE.S.5)
(HE.S.5)	Students will demonstrate the ability to use decision-making skills to enhance health.

Performance Descriptors HE.S.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students performing at the distinguished level will analyze and evaluate: health-related situations that require thoughtful decisions; healthy practices to health-related issues; the potential outcomes when making a health-related decision; decision-making skills needed to protect against communicable and non-communicable diseases; healthy to unhealthy options when making decisions; the steps of a decision-making process to solve problems; list and analyze decision making options during the stages of puberty	Eighth grade students performing at the above mastery level will analyze and give examples of: health-related situations that require thoughtful decisions; healthy practices to health-related issues; the potential outcomes when making a health-related decision; decision-making skills needed to protect against communicable and non-communicable diseases; healthy to unhealthy options when making decisions; the steps of a decision-making process to solve problems; list decision making options during the stages of puberty	Eighth grade students performing at the mastery level will: evaluate health-related situations that require thoughtful decisions; develop healthy practices to health-related issues; predict the potential outcomes when making a health-related decision; develop decision-making skills needed to protect against communicable and non-communicable diseases; compare and contrast healthy to unhealthy options when making decisions; apply the steps of a decision-making process to solve problems; recognize the importance of decision making during the changes of puberty.	Eighth grade students performing at the partial mastery level will, with encouragement: evaluate health-related situations that require thoughtful decisions; develop healthy practices to health-related issues; predict the potential outcomes when making a health-related decision; develop decision-making skills needed to protect against communicable and non-communicable diseases; compare and contrast healthy to unhealthy options when making decisions; apply the steps of a decision-making process to solve problems; recognize the importance of decision making during the changes of puberty.	Eighth grade students performing at the novice level will, with guidance and assistance: evaluate health-related situations that require thoughtful decisions; develop healthy practices to health-related issues; predict the potential outcomes when making a health-related decision; develop decision-making skills needed to protect against communicable and non-communicable diseases; compare and contrast healthy to unhealthy options when making decisions; apply the steps of a decision-making process to solve problems; recognize the importance of decision making during the changes of puberty.
Objectives				
HE.8.5.01	Students will evaluate health-related situations that require thoughtful decisions (e.g., when to call 911 and 211, unsafe behaviors).			
HE.8.5.02	develop healthy practices regarding health-related issues (e.g., nutrition, weight control, exercise).			

HE.8.5.03	predict potential outcomes of health-related decisions (e.g., seatbelts, alcohol, tobacco, and other drug use, nutrition).
HE.8.5.04	develop decision-making skills needed to protect against communicable and non-communicable diseases.
HE.8.5.05	compare and contrast healthy and unhealthy options when making decisions.
HE.8.5.06	apply the steps of a decision-making process to solve problems (i.e., decision-making steps).
HE.8.5.07	recognize the importance of decision making during the physical, emotional, and social changes of puberty.

Grade 8		Health Education			
Standard:6		Goal Setting (HE.S.6)			
(HE.S.6)		Students will demonstrate the ability to use goal-setting skills to enhance health.			
Performance Descriptors HE.S.6					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Eighth grade students performing at the distinguished level will analyze and evaluate: personal health practices; how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors; a personal health goal and also track progress toward its achievement; how personal health goals and practices can vary as priorities change.	Eighth grade students performing at the above mastery level will analyze and give examples of: personal health practices; how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors; a personal health goal and also track progress toward its achievement; how personal health goals and practices can vary as priorities change.	Eighth grade students performing at the mastery level will: assess personal health practices; compare and contrast how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors; design a personal health goal and track progress toward its achievement; determine how personal health goals and practices can vary as priorities change.	Eighth grade students performing at the partial mastery level will with encouragement: assess personal health practices; compare and contrast how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors; design a personal health goal and track progress toward its achievement; determine how personal health goals and practices can vary as priorities change.	Eighth grade students performing at the novice level will with guidance and assistance: assess personal health practices; compare and contrast how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors; design a personal health goal and track progress toward its achievement; determine how personal health goals and practices can vary as priorities change.	
Objectives	Students will				

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HE.8.6.01	assess personal health practices (e.g., safety, diet, exercise, sleep, alcohol, tobacco, and other drugs).
HE.8.6.02	discuss the importance of the goal setting process in designing strategies to quit using tobacco and other risky behaviors.
HE.8.6.03	design a personal health goal and track progress toward its achievement (e.g., exercise, weight control, dental care).
HE.8.6.04	determine how personal health goals and practices can vary as priorities change (e.g., family illness, death of close friend, personal tragedy, maturity)

Grade 8				
Health Education				
Standard: 7				
Health Behaviors (HE.S.7)				
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.				
Performance Descriptors HE.S.7				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students at the distinguished level will: analyze and evaluate: safe and risky or harmful behaviors in relationships; the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; protective behaviors used to avoid and reduce threatening situations; strategies to reduce stress, anxiety and depression; create good health practices to improve personal and family health; safety guidelines for preventing	Eighth grade students at the above mastery level will analyze and give examples of: safe and risky or harmful behaviors in relationships; the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; protective behaviors used to avoid and reduce threatening situations; strategies to reduce stress, anxiety and depression; create good health practices to improve personal and family health; safety	Eighth grade students at the mastery level will: distinguish between safe and risky or harmful behaviors in relationships; contrast the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; explain protective behaviors used to avoid and reduce threatening situations; design strategies to reduce stress, anxiety and depression; create good health practices to improve personal and family health; describe safety	Eighth grade students performing at the partial mastery level will with encouragement: distinguish between safe and risky or harmful behaviors in relationships; contrast the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; explain protective behaviors used to avoid and reduce threatening situations; design strategies to reduce stress, anxiety and depression; create good health practices to improve	Eighth grade students performing at the novice level will with guidance and assistance: distinguish between safe and risky or harmful behaviors in relationships; contrast the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; explain protective behaviors used to avoid and reduce threatening situations; design strategies to reduce stress, anxiety and depression; create good health practices to improve

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intentional and unintentional injuries.	guidelines for preventing intentional and unintentional injuries.	guidelines for preventing intentional and unintentional injuries.	personal and family health; describe safety guidelines for preventing intentional and unintentional injuries.	personal and family health; describe safety guidelines for preventing intentional and unintentional injuries.
Objectives	Students will			
HE.8.7.01	distinguish between safe and risky or harmful behaviors in relationships (e.g., abuse, date rape, peer pressure, suicide, gang membership, anger, depression, anxiety).			
HE.8.7.02	examine the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs (e.g., abstinence, birth control).			
HE.8.7.03	explain protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment, gang membership, eating disorders).			
HE.8.7.04	design strategies to reduce stress, anxiety and depression.			
HE.8.7.05	create good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation, family time).			
HE.8.7.06	describe safety guidelines for preventing intentional and unintentional injuries (e.g., pedestrian, motor vehicle, bicycle, ATV, safety).			

Grade 8	Health Education			
Standard:8	Advocacy (HE.S.8)			
(HE.S.8)	Students will demonstrate the ability to advocate for personal, family, and community health.			
Performance Descriptors HE.S.8				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students performing at the distinguished level will analyze and evaluate: working cooperatively to advocate for healthy individuals, families, communities, and	Eighth grade students performing at the above mastery level will give examples of: working cooperatively to advocate for healthy individuals, families, communities, and schools; generating	Eighth grade students performing at the mastery level will: work cooperatively to advocate for healthy individuals, families, communities, and schools; generate ways that health	Eighth grade students performing at the partial mastery level will with encouragement: work cooperatively to advocate for healthy individuals, families, communities, and schools; generate	Eighth grade students performing at the novice level will with guidance and assistance: work cooperatively to advocate for healthy individuals, families, communities, and schools; generate

schools; generating ways that health messages and communication techniques can be altered for different audiences; explaining how to influence to make positive health choices; explaining the need for legislation to protect and promote personal safety and health; explaining the need for legislation to protect and promote personal safety and health; recognizing and promoting environmental practices that will preserve natural resources for personal and community health.	ways that health messages and communication techniques can be altered for different audiences; explaining how to influence to make positive health choices; explaining the need for legislation to protect and promote personal safety and health; explaining the need for legislation to protect and promote personal safety and health; recognizing and promoting environmental practices that will preserve natural resources for personal and community health.	messages and communication techniques can be altered for different audiences; explain how to influence to make positive health choices; explain the need for legislation to protect and promote personal safety and health; explain the need for legislation to protect and promote personal safety and health; recognize and promote environmental practices that will preserve natural resources for personal and community health.	ways that health messages and communication techniques can be altered for different audiences; explain how to influence to make positive health choices; explain the need for legislation to protect and promote personal safety and health; explain the need for legislation to protect and promote personal safety and health; recognize and promote environmental practices that will preserve natural resources for personal and community health.	ways that health messages and communication techniques can be altered for different audiences; explain how to influence to make positive health choices; explain the need for legislation to protect and promote personal safety and health; explain the need for legislation to protect and promote personal safety and health; recognize and promote environmental practices that will preserve natural resources for personal and community health.
Objectives	Students will			
HE.8.8.01	work cooperatively to advocate for healthy individuals, families, communities, and schools (e.g., health organizations, local health fairs).			
HE.8.8.02	identify ways in which health messages and communication techniques can be altered for different audiences (e.g., age, gender, life experiences).			
HE.8.8.03	explain how to encourage others to make positive health choices (e.g., by example, making positive choices).			
HE.8.8.04	explain the need for legislation to protect and promote personal safety and health (traffic laws, health departments).			
HE.8.8.05	recognize and promote environmental practices that will preserve natural resources for personal and community health.			

High School Health Content Standards and Objectives

This program of study builds on the foundation established in the K-8 health education curriculum and prepares students to become wise health care consumers and responsible, productive citizens. The relationships among personal, community and world health and economic, cultural, sociological, biological, and environmental factors are examined in interdisciplinary discussions, debates, and class projects. Students examine personal health choices and the connection to the world of work and assumption of adult roles. In-depth analysis of current health issues and concepts coupled with school-wide opportunities that promote and reinforce the importance of good health and positive choices need to be coordinated to have the greatest impact on adolescent behavior. Instruction continues to focus on prevention of all risk behaviors. However, instruction must also emphasize limiting the negative consequences of high-risk behavior and promote values and norms that are age-appropriate and realistic. Students should have a personal perception of risk, the ability to recognize and resist social pressures and the skills to build positive social relationships. The West Virginia Standards for Next Generation Learning include the following components: Next Generation Content Standards and Objectives and Next Generation Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with West Virginia Code §18-2-9:

- The West Virginia Department of Education shall provide a standardized health education assessment to be administered in sixth grade health education classes in order to measure student health knowledge and program effectiveness.
- All public schools must include instruction in any of grades six through twelve in the prevention, transmission and spread of AIDS and other sexually transmitted diseases.
- An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of acquired immune deficiency syndrome and other sexually transmitted diseases to examine the course curriculum requirements and materials to be used in such instruction. The parent or guardian may exempt such child from participation in such instruction by giving notice to that effect in writing to the school principal.
- In accordance with West Virginia Code § 18-2-7, County Boards of Education must make available cardiopulmonary resuscitation instruction programs to all students prior to high school graduation and cardiopulmonary resuscitation techniques must be included in health education content standards and objectives (see: HE HS.7.08).

Grade HS	Health Education
Standard:1	Health Promotion and Disease Prevention Objectives (HE.S.1)
(HE.S.1)	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Performance Descriptors HE.S.1	

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Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
High school students performing at the distinguished level will: apply and evaluate the components of total wellness; explore positive and potentially negative effects of environmental health issues; explain the causes of and the prevention skills for communicable and non-communicable diseases; self-assess one's family history impact on personal health; and illustrate how public health and social policies, along with government regulations, influence healthy lifestyles.	High school students performing at the above mastery level will: compare and contrast the components of total wellness; identify and discriminate between positive and potentially negative effects of environmental health issues; differentiate between the causes of and the prevention skills for communicable and non-communicable diseases; communicate and non-communicable diseases; analyze how family history impacts personal health; and explain how public health and social policies, along with government regulations, influence healthy lifestyles.	High school students performing at the mastery level will: list the components of total wellness; identify positive and potentially negative effects of environmental health issues; recognize the causes of and the prevention skills for communicable and non-communicable diseases; recognize how family history impacts personal health; and list public health and social policies that influence healthy lifestyles.	High school students performing at the partial mastery level will with encouragement: list the components of total wellness; identify positive and potentially negative effects of environmental health issues; recognize the causes of and the prevention skills for communicable and non-communicable diseases; relate how family history impacts personal health; and list public health and social policies that influence healthy lifestyles.	High school students performing at the novice level will with guidance and assistance: list the components of total wellness; identify positive and potentially negative effects of environmental health issues; recognize the causes of and the prevention skills for communicable and non-communicable diseases; describe how family history impacts personal health; and list public health and social policies that influence healthy lifestyles.
Objectives	Students will			
HE.HS.1.01	compare and contrast components of total wellness (i.e., social, physical, mental, emotional, spiritual, environmental).			
HE.HS.1.02	differentiate between the positive and potentially negative effects of local and global environmental health problems (e.g., pollution of air, land, water, noise, exposure to sun, pesticides, food production).			
HE.HS.1.03	analyze and interpret ways public health and social policies, along with government regulations (e.g., local, state, federal, world health organizations), influence health promotion and disease prevention.			
HE.HS.1.04	differentiate between the causes of communicable (e.g., STDs, HIV/AIDS, bacterial/viral infections) and noncommunicable (e.g., heredity, lifestyle, environment) diseases.			

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HE.HS.1.05	identify and apply skills to prevent communicable (e.g., STDs, HIV/AIDS, bacterial/viral infections) and noncommunicable (e.g., heredity, lifestyle, environment) diseases.
HE.HS.1.06	analyze the impact of genetics and family history on personal health (e.g., DNA, genetic diseases, genetic counseling).
HE.HS.1.07	explain how the environment (cultural, community, physical, social, etc.) affects and interacts with growth and development.
HE.HS.1.08	identify universal precautions and explain why they are important.
HE.HS.1.09	Analyze how personal health practices affect the function of body systems in preventing premature death.

Grade HS	Health Education				
Standard:2	Culture, Media, and Technology (HE.S.2)				
(HE.S.2)	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.				
Performance Descriptors HE.S.2					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
High school students performing at the distinguished level will: compare and contrast the influences of culture on health behaviors; evaluate the motives/causes of media impact on health behaviors; compare and contrast the positive and negative impacts of technology; evaluate how peers influence healthy and unhealthy behaviors; list and demonstrate universal precautions.	High school students performing at the above mastery level will: analyze the influences of culture on health behaviors; identify the motives/causes of media impact on health behaviors, differentiate between positive and negative impacts of technology; analyze how peers influence healthy and unhealthy; list and explain the importance of universal precautions.	High school students performing at the mastery level will: identify the influences of culture on health behaviors; identify motives of media impact on health behavior, list positive and negatives of technology; recognize how peers influence healthy and unhealthy behaviors; identify and explain why universal precautions are important.	High school students performing at the partial mastery level will with encouragement: identify the influences of culture on health behaviors; identify motives of media impact on health behavior; list positive and negatives of technology; recognize positive and negative peer pressure; identify and explain why universal precautions are important.	High school students performing at the novice level will with guidance and assistance: identify the influences of culture on health behaviors; identify motives of media impact on health behavior; list positive and negatives of technology; identify positive and negative peer pressure; identify and explain why universal precautions are important.	
Objectives	Students will				

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HE.HS.2.01	recognize cultural diversities and their influences on health behaviors (e.g., alcohol, tobacco, and other drugs, life expectancy, risky behaviors).
HE.HS.2.02	evaluate how media perspectives of health impact personal, family and community health (e.g., books, magazines, newspaper, radio, TV, internet, cell phones, social networks).
HE.HS.2.03	explore technology (e.g., exercise equipment, virtual reality, computers, computerized equipment, smart phones) and its influence on personal, family, and community health.
HE.HS.2.04	identify factors in the community that influence health (e.g., schools, religion, traditions, socioeconomic factors, geography, values).
HE.HS.2.05	analyze ways peers influence healthy and unhealthy behaviors (e.g., positive and negative peer pressure).

Health Education				
Standard: 3 Health Information and Services (HE.S.3)				
Students will demonstrate the ability to access valid information and products and services to enhance health.				
Performance Descriptors HE.S.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
High school students performing at the distinguished level will: locate, utilize and evaluate health services; analyze factors that influence personal choices on health promotion products and services; create a cost assessment of health care for individuals and families.	High school students performing at the above mastery level will: locate and utilize health services; identify factors that influence personal choices on health promotion products and services; analyze and explain the cost of health care for individuals and families.	High school students performing at the mastery level will: locate health services; list factors that influence personal choices on health promotion products and services; analyze the cost and accessibility of health care for individuals and families.	High school students performing at the partial mastery level will with encouragement: locate health services; list factors that influence personal choices on health promotion products and services; analyze the cost and accessibility of health care for individuals and families.	High school students performing at the novice level will with guidance and assistance: locate health services; list factors that influence personal choices on health promotion products and services; analyze the cost and accessibility of health care for individuals and families.
Objectives				
HE.HS.3.01	Students will identify and evaluate the validity of health information, products and services (e.g., books, magazine advertisements,			

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	infomercials/TV, internet, newspaper advertisements, billboards, radio).
HE.HS.3.02	identify factors that influence personal choices of health promoting products based on current information (e.g., quackery, food labels, media, peers, family).
HE.HS.3.03	locate and utilize resources to identify health care services that provide optimal health care (e.g., speakers, hotlines, internet, yellow pages).
HE.HS.3.04	analyze the cost and accessibility of health care for individuals and families.

Grade HS	Health Education
Standard:4	Communication (HE.S.4)
(HE.S.4)	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance Descriptors HE.S.4

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
High school students performing at the distinguished level will: implement the skills outlined in the peer mediation/conflict resolution models; and demonstrate appropriate ways to express feelings in a variety of situations.	High school students performing at the above mastery level will: employ the skills outlined in the peer mediation/conflict resolution models; and describe and exhibit appropriate ways to express feelings in a variety of situations.	High school students performing at the mastery level will: recall the skills outlined in the peer mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of situations.	High school students performing at the partial mastery level will with encouragement: recall the skills outlined in the peer mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of situations.	High school students performing at the novice level will with guidance and assistance: recall the skills outlined in the peer mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of situations.

Objectives

Students will
HE.HS.4.01 utilize effective communication skills concerning alcohol, tobacco, and other drug, nutrition, sexuality, and relationships with peers, family and others.
HE.HS.4.02 identify or role play healthy ways to express feelings, needs and desires in different situations (e.g., good sportsmanship, ending relationships, death and dying, stages of grief).
HE.HS.4.03 demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).

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HE.HS.4.04	identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups, constructive “I” statements).
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Grade HS	Health Education				
Standard: 5	Decision-Making (HE.S.5)				
(HE.S.5)	Students will demonstrate the ability to use decision-making skills to enhance health.				
Performance Descriptors HE.S.5					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
High school students performing at the distinguished level will: implement the skills outlined in the peer mediation/ conflict resolution models; and demonstrate appropriate ways to express feelings in a variety of life situations; and self-assess the effectiveness of one's health-related decisions.	High school students performing at the above mastery level will: employ the skills outlined in the peer mediation/conflict resolution models; describe and exhibit appropriate ways to express feelings in a variety of life situations; and analyze health-related decisions.	High school students performing at the mastery level will: recall the skills outlined in the peer mediation/conflict resolution models; describe appropriate ways to express feelings in a variety of life situations; and evaluate health-related decisions.	High school students performing at the partial mastery level will with encouragement: recall the skills outlined in the peer mediation/conflict resolution models; describe appropriate ways to express feelings in a variety of life situations; and describe the effect of health-related decisions.	High school students performing at the novice level will with guidance and assistance: recall the skills outlined in the peer mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of life situations; and describe the effect of health-related decisions.	
Objectives	Students will				
HE.HS.5.01	apply a decision-making process for various life situations (e.g., alcohol, tobacco, and other drugs, food choices, weight control, relationships, health care providers, making purchases, education and career options).				
HE.HS.5.02	identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STDs, HIV/AIDS transmission/prevention, refusal skills).				
HE.HS.5.03	analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community and self (alcohol, tobacco, and other drug use, STD transmission, pregnancy prevention, teen parenting).				
HE.HS.5.04	formulate alternatives to health-related issues or problems (e.g., defense/coping mechanisms).				

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HE.HS.5.05	evaluate the effectiveness of health-related decisions (e.g., personal assessments).
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Grade HS	Health Education				
Standard:6	Goal Setting (HE.S.6)				
(HE.S.6)	Students will demonstrate the ability to use goal-setting skills to enhance health.				
Performance Descriptors HE.S.6					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
High school students performing at the distinguished level will: prioritize personal health practices, implement a personal-health plan, and implement strategies to achieve a personal health goal.	High school students performing at the above mastery level will: examine personal health practices, develop a personal-health plan, and compare and contrast strategies to achieve a personal health goal.	High school students performing at the mastery level will: assess personal health practices, list a personal-health plan, and identify strategies to achieve a personal health goal.	High school students performing at the partial mastery level will with encouragement: recognize personal health practices, discuss a personal-health plan, and list strategies to achieve a personal health goal.	High school students performing at the novice level will with guidance and assistance: recognize personal health practices, discuss a personal-health plan, and list strategies to achieve a personal health goal.	
Objectives	Students will				
HE.HS.6.01	assess personal health practices and overall health status (e.g., personal assessments, medical screenings, health-fair).				
HE.HS.6.02	develop a plan to attain a personal health goal that addresses strengths, needs, and risks (e.g., short-term/long-term goals).				
HE.HS.6.03	implement strategies and monitor progress in achieving a personal health goal (e.g., periodic assessment).				
HE.HS.6.04	design an effective long-term personal health plan (e.g., individualized/group projects).				

Grade HS	Health Education			
Standard:7	Health Behaviors (HE.S.7)			
(HE.S.7)	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
Performance Descriptors HE.S.7				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice

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High school students performing at the distinguished level will: relate safe and risky health behaviors to their consequences; evaluate the effects of nutrition/physical activity on health; analyze and predict the impact of short-term/long-term health decisions; analyze, use, and apply appropriate methods of managing stress in a variety of stressful situations; evaluate signs of depression/suicide and recommend prevention strategies; differentiate and employ ways to develop good character to improve self-esteem; incorporate prevention strategies to create a safe and healthy environment; and demonstrate and evaluate basic first aid skills.	High school students performing at the above mastery level will: compare and contrast safe and risky health behaviors; recognize and demonstrate positive effects of nutrition/physical activity on health; analyze the impact of short-term/long-term health decisions; apply and use appropriate methods of managing stress in a variety of stressful situations; identify and distinguish signs of depression/suicide; differentiate ways to develop good character to improve self-esteem; identify and develop ways to ensure a safe and healthy environment; and demonstrate and explain basic first aid skills.	High school students performing at the mastery level will: list safe and risky health behaviors; recognize positive effects of nutrition/physical on health; explain the impact of short-term/long-term health decisions; recognize appropriate methods of managing stress in a variety of stressful situations; identify signs of depression/suicide; identify how character impacts self-esteem; identify aspects of a safe and healthy environment; and demonstrate basic first aid skills.	High school students performing at the partial mastery level will with encouragement: list safe and risky health behaviors; list effects of nutrition/ physical on health; list the impact of short-term/long-term health decisions; recognize appropriate methods of managing stress in a variety of stressful situations; list signs of depression/suicide; describe character impacts self-esteem; list aspects of a safe and healthy environment; and demonstrate basic first aid skills.	High school students performing at the novice level will with guidance and assistance: list safe and risky health behaviors; list effects of nutrition/ physical on health; list the impact of short-term/long-term health decisions; recognize appropriate methods of managing stress in a variety of stressful situations; list signs of depression/suicide; describe character impacts self-esteem; list aspects of a safe and healthy environment; and demonstrate basic first aid skills.
Objectives	Students will			
HE.HS.7.01	complete a personal health assessment and detail behavioral changes and strategies needed to enhance health and reduce risk (e.g., personal risk assessment, wellness inventory).			
HE.HS.7.02	recognize and demonstrate the positive effects of nutrition and physical activity on health.			

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HE.HS.7.03	list examples and explain short and long term impacts of health decisions (e.g., smoking, good diet, wearing seat belts) on the individual, family and community (e.g., lung cancer, heart disease, STDs).
HE.HS.7.04	identify signs of stress (e.g., physical, mental/emotional, social) and common stressors (e.g., personal, environmental) and develop effective stress management techniques.
HE.HS.7.05	identify causes, warning signs (e.g., physical, mental/emotional) and prevention strategies for depression and suicide (e.g., counselors, hotlines, outreach programs).
HE.HS.7.06	identify ways to develop good character and improve self-esteem (e.g., self-efficacy, role playing).
HE.HS.7.07	identify causes (e.g., accidents, natural disasters), preventions (e.g., CPR, first aid, in-school emergency plan) and treatments for injuries and list responsible actions to create a safe and healthy environment (e.g., ATVs, helmets, boating, bicycling, firearms, seatbelts, fire safety).
HE.HS.7.08	Demonstrate basic first aid skills (e.g., CPR, AED, bandaging, universal precautions)

Grade HS	Health Education			
Standard:8	Advocacy (HE.S.8)			
(HE.S.8)	Students will demonstrate the ability to advocate for personal, family and community.			
Performance Descriptors HE.S.8				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
High school students performing at the distinguished level will: analyze and compare community resources that promote health information and ideas; and create and assess a health advocacy plan for personal/family/community that employs the use of positive health messages and school/community support services; and analyze health	High school students performing at the above mastery level will: identify resources that promote health information and ideas; create a health advocacy plan for personal/family/community that employs the use of positive health messages and school/community support services; and utilize and explain health	High school students performing at the mastery level will: locate community resources that promote health information and ideas; compile positive health messages; list school/community support services; and utilize health messages and communication techniques for a	High school students performing at the partial mastery level will with encouragement: locate community resources that promote health information and ideas; compile positive health messages; list school/community support services; and state health messages and communication	High school students performing at the novice level will with guidance and assistance: locate community resources that promote health information and ideas; compile positive health messages; and list school/community support services; and state health messages and communication

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messages and communication techniques for a specific audience.	messages and communication techniques for a specific audience.	specific audience.	techniques for a specific audience.	techniques for a specific audience.
Objectives	Students will			
HE.HS.8.01	use written, audio and visual communication methods to express health messages (e.g., posters, reports, role playing).			
HE.HS.8.02	demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g., peer educators, role playing).			
HE.HS.8.03	promote the use of personal, family and community resources in health care situations (e.g., family practitioners, community medical facilities, yellow pages).			
HE.HS.8.04	identify school support staff (e.g., counselors, nurses, professionals) and community health services (e.g., Big Brothers, mental health facilities, ministerial counseling) and describe the impact this service has on individual school and community health.			
HE.HS.8.05	demonstrate that he/she is a responsible and productive citizen who helps ensure the health, safety and security of the community (e.g., community service, school organizations, community organizations).			
HE.HS.8.06	adapt health messages and communication techniques to a specific target audience (e.g., peer educators, peer mediators).			

FISCAL NOTE FOR PROPOSED RULES

Rule Title: Revised 2520.5 Next Generation Health Education Content Standards and Objectives for West Virginia Schools

Type of Rule: ☒ Legislative ☐ Interpretive ☐ Procedural

Agency: West Virginia Department of Education

Address: 1900 Kanawha Boulevard, East Building 6 Room 309

Charleston WV 25305-0330

Phone Number: 304.558.8830 x53245 Email: dchapman@access.k12.wv.us

Fiscal Note Summary

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

There will be no cost.

Fiscal Note Detail

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

FISCAL YEAR			
Effect of Proposal	Current Increase/Decrease (use "-")	Next Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
1. Estimated Total Cost	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs & Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
2. Estimated Total Revenues	0	0	0

Rule Title: Revised Policy 2520.5 Next Generation Health Education Content Standards and Objectives for West Virginia Schools

3. **Explanation of above estimates (including long-range effect);**
Please include any increase or decrease in fees in your estimated total revenues.

There is no cost.

MEMORANDUM

Please identify any areas of vagueness, technical defects, reasons the proposed rule **would not** have a fiscal impact, and/or any special issues **not** captured elsewhere on this form.

There is no cost.

Signature of Agency Head or Authorized Representative

Chuck Hender

Date

9/19/11

Policy 2520.5: Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools

Comment Log

October 7, 2011 - November 7, 2011

Action
 N: No Response
 NA: Not Accepted
 A: Accepted

Type
 - Negative
 + Positive
 o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
11-3	James Cohn Temple Israel Rabbi.mailbox@gmail.com 2312 Kanawha Blvd. E Charleston WV 25311	(126-44E) H.E.S. 7 (Health Behaviors): I'm very pleased that both abstinence and birth control are elements in the policy whose purpose is to educate students on the means to prevent STDs and unwanted pregnancy. This dual approach insures that students will have the best information, regardless of whether or not they ultimately become sexually active. Schools cannot control the students' sexual decisions or behavior, but schools can control the availability (or lack of availability) of information on the consequences of such decisions and behavior. Since this information is clearly related to matters of individual and public health, and since it is a responsibility of our schools to teach basic health principles and behaviors, these provisions in the policy are welcome and essential.	N/+	No response Needed.

11-3	Lata Menon Home Base Inc. Lata_menon@homebaseinc.org PO Box 20033 Charleston, WV 25362	(126-44E) Standard 7 (H.E.S.7), I hope the Board strengthens the language and curriculum for comprehensive sex education in our public schools. As Director of in an outreach program that works with children and families throughout the state, I am too familiar with the problem of teen and unplanned pregnancy. I firmly believe that the best solution to this persistent and increasing social problem is public education and availability of affordable contraception. Schools throughout the state can take action and make a difference by giving preteens and teens comprehensive education about sex including the social impacts and health risks associated with unprotected sex. If we fail to fully educate children on this subject, we should be willing to assume a good part of the blame for the increasing number of teen pregnancies, pregnancy-related drop outs, and health problems that result.	N/+	No response Needed.
11-3	Maureen Cremeans maureencremeans@yahoo.com 881 Observatory Drive Saint Albans, WV 25177	(126-44E) Thank you for enabling public comment on H.E.S.7 (Health Behaviors). As the parent of a teen, a former high school educator, and as a Registered Nurse, I understand that including both abstinence and birth control in health education curricula is tremendously important for the health of our youth. If we fail to provide accurate information about birth control methods, we are leaving our young people vulnerable to unintended pregnancy and STI's. As a health care provider and parent, I give my full support to the inclusion of comprehensive	N/+	No response Needed.

11-4	Jennifer Lynn Reed University of Charleston jenniferreed@cc.ucwv.edu 1503 Byng Drive South Charleston, WV 25303	sexual education. (126-44E) As a parent of a student in our public school system, I strongly support the Next Generation Health Content Education Standards (Policy 2520.5) in West Virginia, particularly those that address the development of healthy relationships, the prevention of pregnancy and sexually transmitted diseases and HIV/AIDS, and the acquisition of decision-making skills related to sexual and reproductive health. Because my son is 13 years old I understand how important it is to have these values reinforced by educators as well as in the home. This is a great step forward for the children who do not have these values taught in the home. I want to thank the Department of Education for taking a pro-active role in providing our children with comprehensive sex education. Teen pregnancy and drop-out rates are much too high in our state, but by requiring and training health teachers to provide our children with accurate information and useful skills, we can help them be healthy, stay safe and make responsible decisions. I am one of these statistics as I had my son when I was 18 years old and I feel that if I had this type of education my life would have taken a different direction. Unlike many of the teen mothers in our state I had a very supportive family and was able to finish high school. However, even with all of the support it has taken me many years to be able to fulfill my dreams and attend college. Majoring in	N/+ No response Needed.

		nursing is just one more reason that I understand how important this type of education is for the children. The statics are not just numbers they are lives that have been affected, dreams that have been changed. If the young people are not taught the basics we are only hurting them, keeping their potential at bay and preventing them from living their dreams. Thank you for chance of a brighter future for the thousands of children who are at risk of teen pregnancy, STD/STI's and unhealthy relationships.		
11-4	Rebecca White <u>beccakwhite@gmail.com</u> 1507 Virginia St E Apt B Charleston WV 25311	(126-44E) Thank you for allowing me to comment on H.E.S.7 (Health Behaviors). As a health care provider, I see many adolescents in my office on a daily basis. Many are seeking care for treatment of STI's or pregnancy testing for unplanned pregnancies, as well as trying to gain access to methods of birth control. Educating our teens on abstinence, birth control, and STI prevention is a crucial way of teaching them how to keep themselves healthy. Teaching teens about all options available allows them to feel empowered about their choices and begins to foster their sense of personal responsibility. As I talk to these teens in the office, I can see how a gap in their knowledge base has left them vulnerable to unhealthy choices and unhealthy relationships. Comprehensive sexual education is a keystone part of fostering the growth of our youth into the next generation of healthy and thriving adults.	N/+	No response Needed.

11-4	Hedda Haning <u>Hedda.k.haning@gmail.com</u> <u>m</u> 1031 Forest Road Charleston WV 25314	(126-44E) I am writing as a boarded pediatrician to tell you that I totally support Policy 2520.5 the West Virginia Department of Education's draft Content Standards and Objectives for Health Education in grades 5 through 12. Nothing will make our young people safer and healthier than realistic, comprehensive sex education. Young people deserve accurate information about reproduction, sex, sexuality and contraception and the chance to build skills that will help them develop healthy relationships, make responsible decisions, stay safe and protect themselves. We know that effective sex education is comprehensive—that is, it combines information about abstinence and contraception to help youth reduce unintended pregnancies and STDs, and develop good communication and coping skills. I was particularly pleased to see that the instruction starts in 6th grade, when some students are already experimenting sexually. We may wish they wouldn't but have to protect them if they do. Just say "no!" doesn't work, and I'm so glad that you recognize that. My gratitude for your efforts.	N/+	No response Needed.
11-6	Tara Martinez WV Women's Commission <u>Tara.n.martinez@wv.gov</u> State Capitol Complex Building 6 8th Floor	(126-44E) The West Virginia Women's Commission would like to thank you for the opportunity to comment on H.E.S.7 (Health Behaviors). It is important that this reform include both abstinence and birth control in outlining pregnancy prevention and disease control. The inclusion of both preventative learning measures is incredibly important for the	N/+	No response Needed.

	Charleston WV 25305	health of our teen population. Birth control methods are an important part of learning about reproductive health. If we as guardians and role models fail to discuss birth control, or to give accurate information about it, we are leaving our young people vulnerable to unintended pregnancy and sexually transmitted infections. West Virginia's youth needs to be informed about the difference between what a healthy vs. unhealthy relationship is, as well as, personal responsibility in having a sexual relationship; these standards give a positive base line in beginning the journey to a healthier and more informed teen population. I, as a parent and leader in the government, support the inclusion of comprehensive sexual education. The board of the West Virginia Women's Commission is also advocating for this important and necessary reform.		
11-7	Emily Swain <u>Eswain8@yahoo.com</u> 1172 Sands Drive Fairmont, WV 26554	(126-44E) As a parent, I strongly support the Next Generation Health Content Education Standards, particularly those that address the development of healthy relationships, the prevention of pregnancy and sexually transmitted diseases and HIV/AIDS, and the acquisition of decision-making skills related to sexual and reproductive health. I want to thank the Department of Education for taking a pro-active role in providing our children with comprehensive sex education. Teen pregnancy and drop out rates	N/+	No response Needed.

		are much too high in our state, but by requiring and training health teachers to provide our children with accurate information and useful skills, we can help them be healthy, stay safe and make responsible decisions. I was really pleased to see that starting in sixth grade students will be able to contract the difference between safe and risky behaviors for preventing pregnancy and STDs (e.g. abstinence, birth control, drug use) (HE.6.7.02), and hope instruction would include discussion of condoms and other methods of birth control, their effectiveness and use, and where and how to obtain them. It is irresponsible to withhold information from teens that can protect them from unintended pregnancy and dangerous infections. We must make sure our children are taught medically accurate information that will allow them to stay safe and prepare them to make good decisions		
11-7	Frank Crabtree atozenith@suddenlink.net 1527 C Quarrier Street Charleston, WV 25311	(126-44E) My three children, and two grandchildren (so far), have been or are being educated in Kan. Co schools. And I must say thanks to WVDOE for its long-needed support for comprehensive sex-ed in public schools. The absolute necessity of	N/+	No response Needed.

		this approach is vividly illustrated by the recent data indicating that WV's ten pregnancy rate is exploding, while that of most of the nation is declining. This is not a first place finish we can well afford. Scientifically accurate CSE is at least as important to student safety and growth as any other item of student curriculum in the 21st century. Please continue your push to overcome the abstinence-only approach that imperils the futures of many of the state's children (as well as the socio-economic future of the state).		
11-7	Elizabeth Muldoon Raleigh County Schools emulldon@access.k12.wv.us 400 Stanaford Rd. Beckley, WV 25801	(126-50B) We need to teach about AIDS and STD's in school and how to prevent these children from getting them. Many of the parents are not doing enough to inform the children about the consequences of sexual activity.	N/+	No response Needed.
11-7	Linda Shirley Lshirley@access.k12.wv.us 639 Stonewall Road Beckley WV 25801	(126-50B) Students need to know that there are diseases that are promoted by being sexually active. Students can get these diseases (over 300)and spread these disease through sexual contact. These classes are being taught in Family and Consumer Science Parenting Class, because there are many parents that are no realistically looking at their child's sexual maturity and conduct. Students are	N/+	No response Needed.

		becoming more sexually active earlier and having more sexual partners; many without using protection. Some diseases can be cured, others cannot, and students need to have this information. It is better to prevent the occurrence and spread of diseases through education.		
11-7	Bren Pomponio bren@msjlaw.org 1237 Highland Road Charleston WV 25302	(126-44E) Thank you for your invitation to comment on H.E.S.7 (Health Behaviors). Including both abstinence and birth control in outlining pregnancy prevention and disease control is incredibly important for the health of our youth. As a parent, I think it is important that such education begins at home. My daughter and son will have the benefit of caring adults involved in her education- reproductive health and otherwise. But not all children will have that education at home. I applaud the Department of Education for being realistic about youth sexual health. Birth control methods, abstinence and information about STD prevention are all an important part of learning about how to lead responsible, productive lives. And with a rising teen pregnancy rate, this is an issue of public health that needs to be addressed in our schools. Thank you again for supporting our youth with comprehensive sexual health education.	N/+	No response Needed.

11-7	Amy Weintraub Amyw304@gmail.com 1592 Quarrier Street Charleston WV 25311	(126-44E) As the mother of two children in WV schools, I am pleased to see efforts toward strengthening our young people's knowledge of how to prevent unwanted pregnancy and STD transmission. Arming our girls with know-how as to controlling their own reproduction will be one step toward ending cyclical poverty in our state. Our health educators must be directed, through consolidated curricula that is 100% clear, to follow State standards on sex education and pregnancy prevention. Further, these teachers must receive thorough continuing education to ensure their messages regarding best practices around birth control and sexual health are consistent, proactive, and accessible.	N/+ No response Needed.
11-8	Samuel A Hickman National Association of Social Workers, West Virginia Chapter shickman@nasw WV.org Chief Executive Officer 1608 Virginia Street East Charleston WV 25311	(126-44E) H.E.S. 7 The National Association of Social Workers, West Virginia Chapter believes in a holistic, realistic approach to teaching, instilling and reinforcing appropriate healthy behaviors. Pregnancy prevention instruction and policies must include both abstinence education and birth control information and referral as co-equal strategies when addressing pregnancy prevention and disease control among teens. Birth control methods are an integral and important aspect of reproductive health. Failure to include discussion and accurate information	N/+ No response Needed.

		about birth control will leave the adolescent student population vulnerable to unintended pregnancy and sexually transmitted disease. In addition, students should be presented with accurate information about healthy and unhealthy relationships as well as the importance of their individual actions with regard to others and community. The standards presented for comment are a good start in this direction. The National Association of Social Workers,¹ West Virginia Chapter supports the inclusion of comprehensive sexual education.		
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Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Thursday, November 03, 2011 5:52 PM
To: eamccoy@access.k12.wv.us
Subject: FW: Comment Received for Policy 2520.5 (2011-11-03 17:02:16)

Don Chapman, M.S.
Assistant Director
Office of Healthy Schools

Building 6, Room 309
1900 Kanawha Boulevard East
Charleston, WV 25305-0330
304.558.8830 P
304.558.3787 F
E-mail: dchapman@access.k12.wv.us
wvde.state.wv.us

-----Original Message-----

From: Nobody [<mailto:nobody@wvde.state.wv.us>]
Sent: Thursday, November 03, 2011 5:02 PM
To: fibanez@wvde.state.wv.us; dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-03 17:02:16)

Please save this email in a "Comments Received Online" folder.
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Comment Received for Policy 2520.5

#

Name: Maureen Cremeans
Organization:
Email: maureencremeans@yahoo.com
Title: Ms.
Address1: 881 Observatory Dr
Address2:
City/State/Zip: Saint Albans, WV 25177
Role: Parent-Family
Posted: 2011-11-03 17:02:16
Posted from IP: 184.14.179.217

Comments for section 126-44E, Policy 2520 5, Next Generation Health
Education 5-12 Content Standards and Objectives for West Virginia Schools
(please identify standard for each comment)

Thank you for enabling public comment on H.E.S.7 (Health Behaviors). As the
parent of a teen, a former high school educator, and as a Registered Nurse,
I understand that including both abstinence and birth control in health

education curricula is tremendously important for the health of our youth. If we fail to provide accurate information about birth control methods, we are leaving our young people vulnerable to unintended pregnancy and STI's. As a health care provider and parent, I give my full support to the inclusion of comprehensive sexual education.

Comments for section Repealing 126-21, Policy 2422 13, Cardiopulmonary Resuscitation Instruction

Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually Transmitted Disease (STD) Instruction in Health Education Classes

Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Friday, November 04, 2011 6:50 AM
To: Elizabeth McCoy
Subject: Fwd: Comment Received for Policy 2520.5 (2011-11-04 00:31:41)

Sent from my iPhone

Begin forwarded message:

From: Nobody <nobody@wvde.state.wv.us>
Date: November 4, 2011 12:31:41 AM EDT
To: fibanez@wvde.state.wv.us, dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-04 00:31:41)

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Comment Received for Policy 2520.5

#####

Name: Jennifer Lynn Reed
Organization: University of Charleston
Email: jenniferreed@cc.ucwv.edu
Title: Nursing Student
Address1: 1503 Byng Drive
Address2:
City/State/Zip: South Charleston, WV 25303
Role: Parent-Family
Posted: 2011-11-04 00:31:41
Posted from IP: 75.108.159.120

Comments for section 126-44E, Policy 2520 5, Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools (please identify standard for each comment)

As a parent of a student in our public school system, I strongly support the Next Generation Health Content Education Standards (Policy 2520.5) in West Virginia, particularly those that address the development of healthy relationships, the prevention of pregnancy and sexually transmitted diseases and HIV/AIDS, and the acquisition of decision-making skills related to sexual and reproductive health. Because my son is 13 years old I understand how important it is to have these values reinforced by educators as well as in the home. This is a great step forward for the children who do not have these values taught in the home. I want to thank the Department of Education for taking a pro-active role in providing our children with comprehensive sex education. Teen pregnancy and drop-out rates are much too high in our state,

but by requiring and training health teachers to provide our children with accurate information and useful skills, we can help them be healthy, stay safe and make responsible decisions. I am one of these statistics as I had my son when I was 18 years old and I feel that if I had this type of education my life would have taken a different direction. Unlike many of the teen mothers in our state I had a very supportive family and was able to finish high school. However, even with all of the support it has taken me many years to be able to fulfill my dreams and attend college. Majoring in nursing is just one more reason that I understand how important this type of education is for the children. The statistics are not just numbers they are lives that have been affected, dreams that have been changed. If the young people are not taught the basics we are only hurting them, keeping their potential at bay and preventing them from living their dreams. Thank you for chance of a brighter future for the thousands of children who are at risk of teen pregnancy, STD/STI's and unhealthy relationships.

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Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Friday, November 04, 2011 6:53 AM
To: Elizabeth McCoy
Subject: Fwd: Comment Received for Policy 2520.5 (2011-11-03 21:44:34)

Sent from my iPhone

Begin forwarded message:

From: Nobody <nobody@wvde.state.wv.us>
Date: November 3, 2011 9:44:34 PM EDT
To: fibanez@wvde.state.wv.us, dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-03 21:44:34)

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Comment Received for Policy 2520.5

#####

Name: Rebecca White
Organization:
Email: beccakwhite@gmail.com
Title: CNM
Address1: 1507 Virginia St E
Address2: Apt B
City/State/Zip: Charleston, WV 25311
Role: Community Member
Posted: 2011-11-03 21:44:34
Posted from IP: 184.14.168.104

Comments for section 126-44E, Policy 2520 5, Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools (please identify standard for each comment)

Thank you for allowing me to comment on H.E.S.7 (Health Behaviors). As a health care provider, I see many adolescents in my office on a daily basis. Many are seeking care for treatment of STI's or pregnancy testing for unplanned pregnancies, as well as trying to gain access to methods of birth control. Educating our teens on abstinence, birth control, and STI prevention is a crucial way of teaching them how to keep themselves healthy. Teaching teens about all options available allows them to feel empowered about their choices and begins to foster their sense of personal responsibility. As I talk to these teens in the office, I can see how a gap in their knowledge base has left them vulnerable to unhealthy choices and unhealthy relationships. Comprehensive sexual education is a keystone part of fostering the growth of our

youth into the next generation of healthy and thriving adults.

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Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually Transmitted Disease (STD) Instruction in Health Education Classes

Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Friday, November 04, 2011 4:04 PM
To: Elizabeth McCoy
Subject: Fwd: Comment Received for Policy 2520.5 (2011-11-04 15:42:25)

Sent from my iPhone

Begin forwarded message:

From: Nobody <nobody@wvde.state.wv.us>
Date: November 4, 2011 3:42:25 PM EDT
To: fibanez@wvde.state.wv.us, dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-04 15:42:25)

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Comment Received for Policy 2520.5

#####

Name: Hedda Haning
Organization: self
Email: hedda.l.haning@gmail.com
Title: DR.
Address1: 1031 Forest Rd
Address2:
City/State/Zip: Charleston, WV 25314
Role: Community Member
Posted: 2011-11-04 15:42:25
Posted from IP: 129.71.2.32

Comments for section 126-44E, Policy 2520 5, Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools (please identify standard for each comment)

I am writing as a boarded pediatrician to tell you that I totally support Policy 2520.5 the West Virginia Department of Education's draft Content Standards and Objectives for Health Education in grades 5 through 12. Nothing will make our young people safer and healthier than realistic, comprehensive sex education. Young people deserve accurate information about reproduction, sex, sexuality and contraception and the chance to build skills that will help them develop healthy relationships, make responsible decisions, stay safe and protect themselves. We know that effective sex education is comprehensive—that is, it combines information about abstinence and contraception to help youth reduce unintended pregnancies and STDs, and develop good communication and coping skills. I was particularly pleased to see that the

instruction starts in 6th grade, when some students are already experimenting sexually. We may wish they wouldn't but have to protect them if they do. Just say "no" doesn't work, and I'm so glad that you recognize that. My gratitude for your efforts.

Comments for section Repealing 126-21, Policy 2422 13, Cardiopulmonary Resuscitation Instruction

Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually Transmitted Disease (STD) Instruction in Health Education Classes

Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Sunday, November 06, 2011 8:21 PM
To: Elizabeth McCoy
Subject: Fwd: Comment Received for Policy 2520.5 (2011-11-06 20:07:37)

Sent from my iPhone

Begin forwarded message:

From: Nobody <nobody@wvde.state.wv.us>
Date: November 6, 2011 8:07:37 PM EST
To: fibanez@wvde.state.wv.us, dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-06 20:07:37)

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Comment Received for Policy 2520.5

#####

Name: Tara Martinez
Organization: WV Women's Commission
Email: tara.n.martinez@wv.gov
Title: Executive Director
Address1: State Capitol Complex
Address2: Building 6 8th flooor
City/State/Zip: Charleston, WV 25305
Role: Business-Industry
Posted: 2011-11-06 20:07:37
Posted from IP: 129.71.2.32

Comments for section 126-44E, Policy 2520 5, Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools (please identify standard for each comment)

The West Virginia Women's Commission would like to thank you for the opportunity to comment on H.E.S.7 (Health Behaviors). It is important that this reform include both abstinence and birth control in outlining pregnancy prevention and disease control. The inclusion of both preventative learning measures is incredibly important for the health of our teen population. Birth control methods are an important part of learning about reproductive health. If we as guardians and role models fail to discuss birth control, or to give accurate information about it, we are leaving our young people vulnerable to unintended pregnancy and sexually transmitted infections. West Virginia's youth needs to be informed about the difference between what a healthy vs. unhealthy relationship is, as well as, personal responsibility in having a sexual

relationship; these standards give a positive base line in beginning the journey to a healthier and more informed teen population. I, as a parent and leader in the government, support the inclusion of comprehensive sexual education. The board of the West Virginia Women's Commission is also advocating for this important and necessary reform.

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Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually Transmitted Disease (STD) Instruction in Health Education Classes

Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Monday, November 07, 2011 9:43 AM
To: eamccoy@access.k12.wv.us
Subject: FW: Comment Received for Policy 2520.5 (2011-11-07 08:24:44)

Don Chapman, M.S.
Assistant Director
Office of Healthy Schools

Building 6, Room 309
1900 Kanawha Boulevard East
Charleston, WV 25305-0330
304.558.8830 P
304.558.3787 F
E-mail: dchapman@access.k12.wv.us
wvde.state.wv.us

-----Original Message-----

From: Nobody [<mailto:nobody@wvde.state.wv.us>]
Sent: Monday, November 07, 2011 8:25 AM
To: fibanez@wvde.state.wv.us; dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-07 08:24:44)

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Comment Received for Policy 2520.5

#

Name: Emily Swain
Organization:
Email: eswain8@yahoo.com
Title:
Address1: 1172 Sands Drive
Address2:
City/State/Zip: Fairmont, WV 26554
Role: Higher Education Faculty
Posted: 2011-11-07 08:24:44
Posted from IP: 129.71.2.32

Comments for section 126-44E, Policy 2520 5, Next Generation Health
Education 5-12 Content Standards and Objectives for West Virginia Schools
(please identify standard for each comment)

As a parent, I strongly support the Next Generation Health Content Education
Standards, particularly those that address the development of healthy
relationships, the prevention of pregnancy and sexually transmitted diseases

and HIV/AIDS, and the acquisition of decision-making skills related to sexual and reproductive health. I want to thank the Department of Education for taking a pro-active role in providing our children with comprehensive sex education. Teen pregnancy and drop out rates are much too high in our state, but by requiring and training health teachers to provide our children with accurate information and useful skills, we can help them be healthy, stay safe and make responsible decisions. . I was really pleased to see that starting in sixth grade students will be able to contract the difference between safe and risky behaviors for preventing pregnancy and STDs (e.g. abstinence, birth control, drug use) (HE.6.7.02), and hope instruction would include discussio!

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Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Monday, November 07, 2011 2:33 PM
To: eamccoy@access.k12.wv.us
Subject: FW: Comment Received for Policy 2520.5 (2011-11-07 13:54:46)

Don Chapman, M.S.
Assistant Director
Office of Healthy Schools

Building 6, Room 309
1900 Kanawha Boulevard East
Charleston, WV 25305-0330
304.558.8830 P
304.558.3787 F
E-mail: dchapman@access.k12.wv.us
wvde.state.wv.us

-----Original Message-----

From: Nobody [<mailto:nobody@wvde.state.wv.us>]
Sent: Monday, November 07, 2011 1:55 PM
To: fibanez@wvde.state.wv.us; dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-07 13:54:46)

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Comment Received for Policy 2520.5

#####

#

Name: Frank Crabtree
Organization:
Email: atozenith@suddenlink.net
Title:
Address1: 1527 C Quarrier Street
Address2:
City/State/Zip: Charleston, WV 25311
Role: Parent-Family
Posted: 2011-11-07 13:54:46
Posted from IP: 129.71.2.32

Comments for section 126-44E, Policy 2520 5, Next Generation Health
Education 5-12 Content Standards and Objectives for West Virginia Schools
(please identify standard for each comment)

My three children, and two grandchildren (so far), have been or are being
educated in Kan. Co schools. And I must say thanks to WVDOE for its
long-needed support for comprehensive sex-ed in public schools. The

absolute necessity of this approach is vividly illustrated by the recent data indicating that WV's teen pregnancy rate is exploding, while that of most of the nation is declining. This is not a first place finish we can well afford. Scientifically accurate CSE is at least as important to student safety and growth as any other item of student curriculum in the 21st century. Please continue your push to overcome the abstinence-only approach that imperils the futures of many of the state's children (as well as the socio-economic future of the state).

Comments for section Repealing 126-21, Policy 2422 13, Cardiopulmonary Resuscitation Instruction

Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually Transmitted Disease (STD) Instruction in Health Education Classes

Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Monday, November 07, 2011 3:44 PM
To: eamccoy@access.k12.wv.us
Subject: FW: Comment Received for Policy 2520.5 (2011-11-07 15:01:47)

Don Chapman, M.S.
Assistant Director
Office of Healthy Schools

Building 6, Room 309
1900 Kanawha Boulevard East
Charleston, WV 25305-0330
304.558.8830 P
304.558.3787 F
E-mail: dchapman@access.k12.wv.us
wvde.state.wv.us

-----Original Message-----

From: Nobody [<mailto:nobody@wvde.state.wv.us>]
Sent: Monday, November 07, 2011 3:02 PM
To: fibanez@wvde.state.wv.us; dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-07 15:01:47)

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Comment Received for Policy 2520.5

#

Name: Elizabeth Muldoon
Organization: Raleigh Co. Schools
Email: emuldoon@access.k12.wv.us
Title: teacher
Address1: 400 Stanaford Rd.
Address2:
City/State/Zip: Beckley, wv 25801
Role: Teacher
Posted: 2011-11-07 15:01:47
Posted from IP: 129.71.2.32

Comments for section 126-44E, Policy 2520 5, Next Generation Health
Education 5-12 Content Standards and Objectives for West Virginia Schools
(please identify standard for each comment)

Comments for section Repealing 126-21, Policy 2422 13, Cardiopulmonary
Resuscitation Instruction

Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of
Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually
Transmitted Disease (STD) Instruction in Health Education Classes

We need to teach about AIDS and STD's in school and how to prevent these
children from getting them. Many of the parents are not doing enough to
inform the children about the consequences of sexual activity.

Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Monday, November 07, 2011 3:45 PM
To: eamccoy@access.k12.wv.us
Subject: FW: Comment Received for Policy 2520.5 (2011-11-07 14:49:56)

Don Chapman, M.S.
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-----Original Message-----

From: Nobody [<mailto:nobody@wvde.state.wv.us>]
Sent: Monday, November 07, 2011 2:50 PM
To: fibanez@wvde.state.wv.us; dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-07 14:49:56)

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Comment Received for Policy 2520.5

#

Name: Linda Shirley
Organization:
Email: ls Shirley@access.k12.wv.us
Title: Instructor
Address1: 639 Stonewall Road
Address2:
City/State/Zip: Beckley, wv 25801
Role: Teacher
Posted: 2011-11-07 14:49:56
Posted from IP: 129.71.2.32

Comments for section 126-44E, Policy 2520 5, Next Generation Health
Education 5-12 Content Standards and Objectives for West Virginia Schools
(please identify standard for each comment)

Comments for section Repealing 126-21, Policy 2422 13, Cardiopulmonary
Resuscitation Instruction

Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of
Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually
Transmitted Disease (STD) Instruction in Health Education Classes

Students need to know that there are diseases that are promoted by being
sexually active. Students can get these diseases(over 300)and spread these
disease through sexual contact. These classes are being taught in Family and
Consumer Science Parenting Class, because there are many parents that are no
realistically looking at their child's sexual maturity and conduct.
Students are becoming more sexually active earlier and having more sexual
partners; many without using protection. Some diseases can be cured, others
cannot, and students need to have this information. It is better to prevent
the occurance and spread of diseases through education.

Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Tuesday, November 08, 2011 5:43 AM
To: Elizabeth McCoy
Subject: Fwd: Comment Received for Policy 2520.5 (2011-11-07 19:58:36)

Sent from my iPhone

Begin forwarded message:

From: Nobody <nobody@wvde.state.wv.us>
Date: November 7, 2011 7:58:36 PM EST
To: fibanez@wvde.state.wv.us, dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-07 19:58:36)

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Comment Received for Policy 2520.5

#####

Name: Amy Weintraub
Organization:
Email: amyw304@gmail.com
Title:
Address1: 1592 Quarrier St
Address2:
City/State/Zip: Charleston, West Virginia 25311
Role: Parent-Family
Posted: 2011-11-07 19:58:36
Posted from IP: 129.71.2.32

Comments for section 126-44E, Policy 2520 5, Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools (please identify standard for each comment)

As the mother of two children in WV schools, I am pleased to see efforts toward strengthening our young people's knowledge of how to prevent unwanted pregnancy and STD transmission.

Arming our girls with know-how as to controlling their own reproduction will be one step toward ending cyclical poverty in our state. Our health educators must be directed, through consolidated curricula that is 100% clear, to follow State standards on sex education and pregnancy prevention. Further, these teachers must receive thorough continuing education to ensure their messages regarding best practices around birth control and sexual health are consistent, proactive, and accessible.

Comments for section Repealing 126-21, Policy 2422 13, Cardiopulmonary Resuscitation

Instruction

Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of Students From
Acquired Immunodeficiency Syndrome (AIDS) and Sexually Transmitted Disease (STD)
Instruction in Health Education Classes

Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Tuesday, November 08, 2011 9:07 AM
To: eamccoy@access.k12.wv.us
Subject: FW: Comment Received for Policy 2520.5 (2011-11-07 18:25:03)

Don Chapman, M.S.
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1900 Kanawha Boulevard East
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wvde.state.wv.us

-----Original Message-----

From: Nobody [<mailto:nobody@wvde.state.wv.us>]
Sent: Monday, November 07, 2011 6:25 PM
To: fibanez@wvde.state.wv.us; dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-07 18:25:03)

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Comment Received for Policy 2520.5

#

Name: Bren Pomponio
Organization:
Email: bren@msjlaw.org
Title:
Address1: 1237 Highland Rd
Address2:
City/State/Zip: Charleston, WV 25302
Role: Parent-Family
Posted: 2011-11-07 18:25:03
Posted from IP: 129.71.2.32

Comments for section 126-44E, Policy 2520 5, Next Generation Health
Education 5-12 Content Standards and Objectives for West Virginia Schools
(please identify standard for each comment)

Thank you for your invitation to comment on H.E.S.7 (Health Behaviors).
Including both abstinence and birth control in outlining pregnancy
prevention and disease control is incredibly important for the health of our

youth. As a parent, I think it is important that such education begins at home. My daughter and son will have the benefit of caring adults involved in her education- reproductive health and otherwise. But not all children will have that education at home.

I applaud the Department of Education for being realistic about youth sexual health. Birth control methods, abstinence and information about STD prevention are all an important part of learning about how to lead responsible, productive lives. And with a rising teen pregnancy rate, this is an issue of public health that needs to be addressed in our schools.

Thank you again for supporting our youth with comprehensive sexual health education.

Comments for section Repealing 126-21, Policy 2422 13, Cardiopulmonary Resuscitation Instruction

Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually Transmitted Disease (STD) Instruction in Health Education Classes

Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Tuesday, November 08, 2011 11:36 AM
To: 'Elizabeth McCoy'
Subject: FW: Comment Received for Policy 2520.5 (2011-11-08 11:08:06)

Don Chapman, M.S.
Assistant Director
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-----Original Message-----

From: Nobody [<mailto:nobody@wvde.state.wv.us>]
Sent: Tuesday, November 08, 2011 11:08 AM
To: fibanez@wvde.state.wv.us; dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-08 11:08:06)

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Comment Received for Policy 2520.5

#####

#

Name: Samuel A Hickman
Organization: National Association of Social Workers, West Virginia Chapter
Email: shickman@naswv.org
Title: Chief Executive Officer
Address1: 1608 Virginia Street East
Address2:
City/State/Zip: Charleston, WV 25311
Role: Community Member
Posted: 2011-11-08 11:08:06
Posted from IP: 129.71.2.32

Comments for section 126-44E, Policy 2520 5, Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools (please identify standard for each comment)

H.E.S. 7

The National Association of Social Workers, West Virginia Chapter believes in a holistic, realistic approach to teaching, instilling and reinforcing appropriate healthy behaviors. Pregnancy prevention instruction and policies must include both abstinence education and birth control information and referral as co-equal strategies when addressing pregnancy prevention and disease control among teens. Birth control methods are an integral and important aspect of reproductive health. Failure to include discussion and accurate information about birth control will leave the adolescent student population vulnerable to unintended pregnancy and sexually transmitted disease. In addition, students should be presented with accurate information about healthy and unhealthy relationships as well as the importance of their individual actions with regard to others and community. The standards presented for comment are a good start in this direction. The National Association of Social Workers,!

West Virginia Chapter supports the inclusion of comprehensive sexual education.

Comments for section Repealing 126-21, Policy 2422 13, Cardiopulmonary
Resuscitation Instruction

Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of
Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually
Transmitted Disease (STD) Instruction in Health Education Classes

Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Thursday, November 03, 2011 12:44 PM
To: eamccoy@access.k12.wv.us
Subject: FW: Comment Received for Policy 2520.5 (2011-11-03 11:52:45)

Don Chapman, M.S.
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E-mail: dchapman@access.k12.wv.us
wvde.state.wv.us

-----Original Message-----

From: Nobody [<mailto:nobody@wvde.state.wv.us>]
Sent: Thursday, November 03, 2011 11:53 AM
To: fibanez@wvde.state.wv.us; dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-03 11:52:45)

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#####

#

Name: Lata Menon
Organization: home base inc.
Email: lata.menon@homebaseinc.org
Title: state director
Address1: P.O. Box 20033
Address2:
City/State/Zip: Charleston, WV 25362
Role: Community Member
Posted: 2011-11-03 11:52:45
Posted from IP: 184.15.248.103

Comments for section 126-44E, Policy 2520 5, Next Generation Health
Education 5-12 Content Standards and Objectives for West Virginia Schools
(please identify standard for each comment)

Re: Standard 7 (H.E.S.7), I hope the Board strengthens the language and
curriculum for comprehensive sex education in our public schools. As

Director of in an outreach program that works with children and families throughout the state, I am too familiar with the problem of teen and unplanned pregnancy. I firmly believe that the best solution to this persistent and increasing social problem is public education and availability of affordable contraception. Schools throughout the state can take action and make a difference by giving preteens and teens comprehensive education about sex including the social impacts and health risks associated with unprotected sex. If we fail to fully educate children on this subject, we should be willing to assume a good part of the blame for the increasing number of teen pregnancies, pregnancy-related drop outs, and health problems that result.

Comments for section Repealing 126-21, Policy 2422 13, Cardiopulmonary Resuscitation Instruction

Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually Transmitted Disease (STD) Instruction in Health Education Classes

Elizabeth McCoy

From: Don Chapman [dchapman@access.k12.wv.us]
Sent: Thursday, November 03, 2011 12:44 PM
To: eamccoy@access.k12.wv.us
Subject: FW: Comment Received for Policy 2520.5 (2011-11-03 11:57:20)

Don Chapman, M.S.
Assistant Director
Office of Healthy Schools

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wvde.state.wv.us

-----Original Message-----

From: Nobody [<mailto:nobody@wvde.state.wv.us>]
Sent: Thursday, November 03, 2011 11:57 AM
To: fibanez@wvde.state.wv.us; dchapman@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2011-11-03 11:57:20)

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Comment Received for Policy 2520.5

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#

Name: James Cohn
Organization: Temple Israel
Email: rabbi.mailbox@gmail.com
Title: Rabbi
Address1: 2312 Kanawha Blvd. E
Address2:
City/State/Zip: Charleston, WV 25311
Role: Community Member
Posted: 2011-11-03 11:57:20
Posted from IP: 173.81.202.39

Comments for section 126-44E, Policy 2520 5, Next Generation Health
Education 5-12 Content Standards and Objectives for West Virginia Schools
(please identify standard for each comment)

Re: H.E.S. 7 (Health Behaviors): I'm very pleased that both abstinence and
birth control are elements in the policy whose purpose is to educate
students on the means to prevent STDs and unwanted pregnancy. This dual

approach insures that students will have the best information ,regardless of whether or not they ultimately become sexually active. Schools cannot control the students' sexual decisions or behavior, but schools can control the availability (or lack of availability) of information on the consequences of such decisions and behavior. Since this information is clearly related to matters of individual and public health, and since it is a responsibility of our schools to teach basic health principles and behaviors, these provisions in the policy are welcome and essential.

Comments for section Repealing 126-21, Policy 2422 13, Cardiopulmonary Resuscitation Instruction

Comments for section Repealing 126-50B, Policy 2422 45, Exclusion of Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually Transmitted Disease (STD) Instruction in Health Education Classes
