



**WEST VIRGINIA SECRETARY OF STATE**

**KRIS WARNER**

**ADMINISTRATIVE LAW DIVISION**

**eFILED**

4/10/2025 10:19:12 AM

Office of West Virginia  
Secretary Of State

**NOTICE OF PUBLIC COMMENT PERIOD**

AGENCY: Education TITLE-SERIES: 126-044E

RULE TYPE: Legislative Exempt Amendment to Existing Rule: Yes Repeal of existing rule: Yes

RULE NAME: WEST VIRGINIA COLLEGE- AND CAREER-  
READINESS STANDARDS FOR WELLNESS  
EDUCATION (Policy 2520.5)

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

COMMENTS LIMITED TO:

Written

DATE OF PUBLIC HEARING:

LOCATION OF PUBLIC HEARING:

DATE WRITTEN COMMENT PERIOD ENDS: 05/15/2025 4:00 PM

COMMENTS MAY BE MAILED OR EMAILED TO:

NAME: Tina Ann Payne

ADDRESS: Building 6, Suite 600  
Building 6, Suite 600

EMAIL: tina.a.payne@k12.wv.us

PLEASE INDICATE IF THIS FILING INCLUDES:

RELEVANT FEDERAL STATUTES OR REGULATIONS: No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

INCORPORATED BY REFERENCE: No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

PROVIDE A BRIEF SUMMARY OF THE CONTENT OF THE RULE:

W. Va. 126CSR42, West Virginia Board of Education (WVBE) 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 systems for, a thorough and efficient education for West Virginia public school students. Policy 2520.5 defines the wellness education content standards for the as required by Policy 2510.

SUMMARIZE IN A CLEAR AND CONCISE MANNER CONTENTS OF CHANGES IN THE RULE AND A STATEMENT OF CIRCUMSTANCES REQUIRING THE RULE:

This policy represents a revision of the current West Virginia College- and Career-Readiness Standards for Wellness Education. In line with the West Virginia Board of Educations content standards revision cycle. The WVCCRS for Wellness Education identify what students should know, understand, and be able to do in practicing skills and behaviors that apply to healthy lifestyles. College-and career-readiness is supported in wellness education as students acquire and further develop self-responsibility, motivation, and excellence in learning as well as life-long commitment to wellness.

SUMMARIZE IN A CLEAR AND CONCISE MANNER THE OVERALL ECONOMIC IMPACT OF THE PROPOSED RULE:

A. ECONOMIC IMPACT ON REVENUES OF STATE GOVERNMENT:

This proposed legislation does not have any fiscal impact on the State.

B. ECONOMIC IMPACT ON SPECIAL REVENUE ACCOUNTS:

N/A

C. ECONOMIC IMPACT OF THE RULE ON THE STATE OR ITS RESIDENTS:

N/A

D. FISCAL NOTE DETAIL:

Effect of Proposal	Fiscal Year		
	2025 Increase/Decrease (use "-")	2026 Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
<b>1. Estimated Total Cost</b>	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs and Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
<b>2. Estimated Total Revenues</b>	0	0	0

E. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

N/A

**BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENT IS TRUE AND CORRECT.**

Yes

**Kelli D Talbott -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.**

**Policy 2520.5, West Virginia College- and Career-Readiness Standards for Wellness Education  
Executive Summary**

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**West Virginia Department of Education  
PK-12 Academic Support**

**Policy Cycle:**     30-day Comment Period                       Adoption of Policy

**Policy Process:**    Revision             Repeal and Replace             New

**Introduction:** This policy represents a revision of the current West Virginia College- and Career-Readiness Standards for Wellness Education. In line with the West Virginia Board of Education’s content standards revision cycle. The WVCCRS for Wellness Education identify what students should know, understand, and be able to do in practicing skills and behaviors that apply to healthy lifestyles. College- and career-readiness is supported in wellness education as students acquire and further develop self-responsibility, motivation, and excellence in learning as well as life-long commitment to wellness.

**Background:** Policy 2520.5, which outlines the West Virginia College- and Career-Readiness Standards for Wellness Education, was established and became effective on July 16, 2018. In line with the West Virginia Board of Education's content standards revision cycle, a review of the wellness education standards commenced in July 2024. Between July 2024 and February 2025, feedback was gathered from K-12 wellness educators, classroom teachers, higher education professors, chief instructional leaders, parents, and other stakeholders during both in-person and virtual meetings for the revision of the current policy.

**Proposed Changes:**

- Eliminate unnecessary language.
- Clarify phrasing for better understanding.
- Correct grammar and punctuation throughout the document.
- Adjust alignment for appropriate order.
- Address recent legislation through addition of or expanding standards.
- Revise based on current research and best practice.
- Renumber sections where standards were added or removed.

**Impact:**

These revisions aim to provide clarification to Wellness Education standards and address recent legislative requirements specific to wellness education. Revisions were also made to address recent substance use trends and youth risk behaviors. These revisions will ensure that students acquire the necessary skills to address today’s challenges, fostering self-responsibility, motivation, excellence in learning, and a lifelong commitment to wellness.

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**Action:**

- Release for 30 day public comment
  - Approve by WVBE with effective date of \_\_\_\_/\_\_\_\_/20\_\_\_\_
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**Policy 2520.5, Revised Wellness Education Standards  
List of Stakeholders**

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**West Virginia Department of Education**

**External Stakeholders**

- Nancy White, President, West Virginia Board of Education
- Kimberly Miller, Superintendent, Ohio County
- Jeff Bryant, Superintendent, Greenbrier County
- Meredith Dailer, High School Principal, Ohio County
- Ryan Stafford, High School Principal, Raleigh County
- Julie Radcliff, Middle School Principal, Lewis County
- Nebraska Scotchie, Middle School Principal, Pocahontas County
- Sharon Petite, Elementary School Principal, Monongalia County
- Kennetha Parker-Howes, Elementary School Principal, Webster County
- Rose Rossana, State PTO President, Kanawha County
- Fred Albert, President, WV AFT
- David Gladkosky, Director of Professional Educators
- Dale Lee, President, WVEA
- Amy Grady, Senator, WV Legislature
- Joe Ellington, Delegate, WV Legislature
- Dr. Eloise Elliott, Professor, West Virginia University, Monongalia County
- Dr. Lauren Thompson, M.D. Parent, Putnam County
- Staci Cummings, Parent, Jackson County
- Rhonda Dement, Parent, Cabell County
- James Christopher White, Parent Putnam County
- Raquel McLeod, Chief Instructional Leader, Ohio County
- Tana Burkhart, Chief Instructional Leader, Berkeley County
- Dawn Dooley, Chief Instructional Leader, Fayette County
- Pamela Knight, Chief Instructional Leader, Harrison County
- Lee Ebersole, Chief Instructional Leader, Jefferson County
- Elizabeth Golden, Chief Instructional Leader, Morgan County
- Tonji Bowen, Chief Instructional Leader, Wayne County
- Krystal Raymond, Teacher, Pendleton County
- Eric Heflin, Teacher, Hardy County
- Tammy Elliott, Teacher, Monongalia County
- Kendra White, Teacher Putnam County
- Rebecca Chapman, Teacher Raleigh County
- Kurtis Wright, Teacher Cabell County
- Brooke Bias, Teacher, Kanawha County
- Jeremy Bennett, Teacher, Wayne County
- Ashley Doty, Teacher, Marshall County
- Chad Hall, Teacher, Nicholas County
- Brian Youngblood, Teacher, Wood County
- Grithel Burns, Teacher, Clay County
- Cozetta Miller, Teacher, Boone County
- Sheri Blowe, Teacher, Mineral County
- Chastity Trump, Teacher, Raleigh County

**Policy 2520.5, Revised Wellness Education Standards  
List of Stakeholders**

- Molly Kiger, Teacher, Wood County
- Caroline Sands, Teacher, Putnam County
- Melissa Kaiser, Teacher, Harrison County
- Dr. Julia Tracy, Professor, Shepherd University, Jefferson County

**Internal Stakeholders**

- Joey Wiseman, Director, Student Enrichment
- Adam Canter, Director, Career Technical Education
- Sheila Paitsel, Director, Special Education
- Drew McClanahan, Director, District and Leadership Support
- Donnell Gilliam, Director, ESEA, Improvement and Support
- Brad Fittro, Coordinator, Educator Preparation
- Erika Klose, Director, PK-12 Academic Support
- Lauren Landry, Coordinator, PK-12 Academic Support
- Stephanie Latif, Coordinator, PK-12 Academic Support
- Keisha Thompson, Coordinator, PK-12 Academic Support
- Karen Linville, Coordinator, Student Enrichment
- Julie Morris, Coordinator, Student Enrichment
- Lisha Tignor, Coordinator, Special Education
- Nicole Brown, Coordinator, WV Schools of Diversion and Transition

126CSR44E

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

SERIES 44E

WEST VIRGINIA COLLEGE- AND CAREER-READINESS STANDARDS FOR WELLNESS EDUCATION (2520.5)

**§126-44E-1. General.**

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education (WVBE) 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 systems for, a thorough and efficient education for West Virginia public school students. Policy 2520.5 defines the wellness education content standards for the as required by Policy 2510.

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

1.3. Filing Date. -- ~~June 15, 2018.~~

1.4. Effective Date. -- ~~July 16, 2018.~~ July 1, 2026

1.5. Repeal of a Former Rule. -- ~~This legislative rule repeals and replaces W. Va. 126CSR44E, WVBE Policy 2520.5, Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools, filed August 13, 2015, and effective September 14, 2015, and repeals W. Va. 126CSR44E, WVBE Policy 2520.6, 21<sup>st</sup> Century Physical Education 5-12 Content Standards and Objectives for West Virginia Schools, filed March 19, 2007, and effective July 1, 2008, and repeals W. Va. 126CSR44T, WVBE Policy 2520.55, 21<sup>st</sup> Century Wellness PreK-4 Content Standards and Objectives for West Virginia Schools, filed March 19, 2007, and effective July 1, 2018. This rule amends W. Va. Code 126CRS44E, Policy 2520.5, West Virginia College- and Career-Readiness Standards for Wellness Education (Policy 2520.5)~~

**§126-44E-2. Purpose.**

2.1. This rule defines the content standards for the program of study in health, physical education, and wellness as required by Policy 2510.

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

3.1. A copy of the West Virginia College- and Career-Readiness Standards (WVCCRS) for wellness education is attached and incorporated by reference into this policy. Copies may be obtained from the Office of the Secretary of State or the West Virginia Department of Education (WVDE).

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

4.1. The WVBE is responsible for establishing high quality standards pertaining to all education programs (~~W. Va. Code 518-2-5~~) pursuant to W. Va. Code 518-2-5. The content standards 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 wellness education and an explanation of terms.

**§126-44E-5. Severability.**

5.1. If any provisions of this rule or the application thereof to any person or circumstances are held invalid, such invalidity shall not affect other provisions or applications of this rule.

## Introduction

West Virginia College and Career Readiness Standards WVCCRS have been developed with the goal of preparing students for a wide range of high-quality postsecondary opportunities. Specifically, college- and career-readiness refers to the knowledge, skills and dispositions needed to be successful in higher education and/or training that leads to gainful employment. The WVCCRS establish a set of knowledge and skills that all individuals need to transition into higher education or the workplace, as both realms share many expectations. All students throughout their educational experience, should develop a full understanding of the career opportunities available, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

~~WVCCRS for Wellness Education promote wellness concepts that build the foundation for health literacy and an appreciation of fitness concepts and participation for in lifelong physical fitness activity. Students will learn to adopt healthy behaviors. This is a life-long process of enhancing the components of health education (physical, intellectual, emotional, social, spiritual and environmental), physical education (movement forms, motor skill development and fitness), and physical activity, an important factor in brain development and learning. The WVCCRS for Wellness Education identify what students should know, understand, and be able to do in practicing skills and behaviors that apply to healthy lifestyles. College- and career-readiness is supported in wellness education as students acquire and further develop self-responsibility, motivation, and excellence in learning as well as life-long commitment to wellness.~~

The WVCCRS for Wellness Education promote wellness concepts that build the foundation for health literacy and an appreciation for lifelong physical activity. Students will learn to adopt healthy behaviors, which is a lifelong process of enhancing the components of health education and physical education. The WVCCRS for Wellness Education identify what students should know, understand, and be able to do in practicing skills and behaviors that apply to building and maintaining healthy lifestyles. College- and career-readiness is supported in wellness education as students acquire and further develop self-responsibility, motivation, and excellence in learning as well as a lifelong commitment to wellness.

~~Committees of educators from across the state convened to revise the standards. The overarching goal was to build rigorous, relevant, and challenging wellness education programming that would prepare students for college and career readiness. West Virginia educators and representatives from higher education institutions played a key role in shaping the standards to align with research and best practices in the field of wellness education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can be easily used and understood.~~

## Explanation of Terms

**Domains** are the broad components that make up a content area; e.g., health education and physical education make up wellness education.

**Health Education** - The goal of health education is to provide students with the knowledge and skills needed to lead healthy lifestyles; this is often referred to as health literacy. Health literacy is an important measure of the effectiveness of health education and is critical to ensuring that students ~~have the ability to~~ can be healthy throughout their lives. ~~Health literate people are able to address their own health needs along with the needs of others. They are able to obtain and apply knowledge and skills to enhance their own health and the health of others now and in the future as their needs change throughout their lives.~~

**Physical Education** - Physical education provides students with planned, sequential, K-12 standards-based instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence.

**Clusters** are groups of standards that define the expectations students must demonstrate to be college- and career-ready.

**Standards** are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

**Wellness Education – Kindergarten – 5<sup>th</sup>**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Students in grades K-5 are introduced to wellness concepts that build the foundation for health literacy and an appreciation for lifelong physical fitness. It is critical that children learn to adopt healthy behaviors at an early age, so they can develop sound habits before being faced with health concerns later in life. This is a ~~life-long~~ lifelong process of enhancing the components of health education (physical, intellectual, emotional, social, ~~spiritual~~, and environmental), physical education (movement forms, motor skill development, and fitness) and physical activity, an important factor in early brain development and learning. The K-5 wellness content standards identify what students should know, understand, and be able to do ~~in~~ to practicing skills and behaviors that apply to healthy lifestyles. The goal of these standards is to promote self-responsibility, motivation, and excellence in learning, as well as ~~a life-long~~ lifelong commitment to wellness. The following chart represents the components of health and physical education that will be developed throughout grades K-5:

<b>Health Education</b>	<b>Physical Education</b>
<b>Wellness Promotion and Disease Prevention</b>	<b>Development of Movement Forms/Motor Skills</b>
<ul style="list-style-type: none"> <li>• <u>a</u>Acquire basic wellness concepts and functional wellness knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <u>d</u>Develop foundational movement forms and motor skills</li> <li>• <u>e</u>Establish a foundation to facilitate continued motor skill acquisition</li> </ul>
<b>Wellness Information and Services</b>	<b>Physical Fitness</b>
<ul style="list-style-type: none"> <li>• <u>i</u>Identify valid wellness information and health promoting products and services</li> <li>• <u>a</u>Apply analysis and comparison of health resources to develop health literacy</li> </ul>	<ul style="list-style-type: none"> <li>• <u>d</u>Develop knowledge of fitness principles,</li> <li>• <u>a</u>Accept responsibility for personal fitness</li> <li>• <u>u</u>nderstand fundamentals of how to lead an <u>a</u>Active, healthy lifestyle</li> <li>• <u>d</u>Develop higher levels of basic fitness and physical competence</li> <li>• <u>e</u>ndeavor to improve <u>c</u>omponents cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition</li> </ul>
<b>Wellness Behaviors</b>	<b>Responsible, Personal, and Social Behaviors</b>
<ul style="list-style-type: none"> <li>• <u>u</u>nderstand that wellness enhancing behaviors can contribute to a positive quality of life</li> <li>• <u>u</u>nderstand that many disease and injuries can be prevented by reducing harmful and risk-taking behaviors</li> <li>• <u>a</u>Accept personal responsibility for health</li> <li>• <u>i</u>dentify and practice healthy behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• <u>u</u>nderstand that personal fitness is impacted by a variety of positive and negative influences within society</li> <li>• <u>i</u>dentify and understand the diverse internal and external factors that influence wellness practices and behaviors</li> </ul>

<b>West Virginia Code and Policy Requirements</b>
<ul style="list-style-type: none"> <li>• In accordance with <u>WV-W.Va.</u> Code §18-2-7(a) in grades K-5, not less than 30 minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week shall be provided. Schools that do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs to enable current</li> </ul>

staff and physical settings to be used to meet this requirement. Alternate programs shall be submitted to the WVDE for approval.

- In accordance with Policy 2510, at least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity.
- In accordance with ~~WV~~ W.Va. Code §18-2-7(a), the FitnessGram® shall be administered to all students in grades four through eight and the required high school course.
- In accordance with W.Va. Code §18-2-40(a), children in grades 5-12 shall receive information regarding self-harm and eating disorder signs, prevention, and treatment. This education shall occur at least once per academic school year.
- In accordance with W.Va. Code §18-2-40(a), children in grades 5-12 shall receive body age-appropriate safety information at least once per academic school year, with a preference for four times per academic year.

#### **FitnessGram® – Begins in Grade 4**

The FitnessGram® test battery assesses health-related fitness components: aerobic capacity, muscular strength and endurance, flexibility and body composition. FitnessGram® tests all students regardless of age, gender, or ability. Students are encouraged to be self-aware of health-related fitness and take responsibility by setting personal fitness goals. When students focus on the process of doing their personal best, a more positive lifelong impact is achieved. The FitnessGram® is composed of the following six fitness areas, with test options provided for most areas:

##### **Aerobic Capacity**

- PACER (Progressive Aerobic Cardiovascular Endurance Run)
- One-Mile Run

##### **Upper Body Strength and Endurance\***

- Push-Up
- Modified Pull-Up
- Flexed Arm Hang

##### **Abdominal Strength and Endurance**

- Curl-Up

##### **Flexibility**

- Trunk Lift
- Back-Saver Sit and Reach
- Shoulder Stretch

##### **Body Composition**

- Body Mass Index
- Bioelectric Impedance Analyzer

#### **Wellness Education – Kindergarten**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Kindergarten health education standards focus on the development of social skills, a basic understanding of personal health issues, injury prevention, and the exploration of nutritious foods. Kindergarten physical education standards focus on the development of motor skills, movement concepts, and physical fitness which are critical to future learning.

## Health Education

Cluster	Wellness Promotion and Disease Prevention
WE.K.1	Identify and discuss the functions of sensory organs.
WE.K.2	Identify proper personal hygiene skills (e.g., brushing teeth, hand washing).
WE.K.3	Identify healthy and <u>less healthy</u> foods and identify the dangers of common food allergies (e.g., peanuts, shellfish, eggs).

Cluster	Wellness Information and Services
WE.K.4	Identify healthcare/safety professionals (e.g., teachers, policemen, school nurses, dentists, doctors).
WE.K.5	Demonstrate when and how to call <u>9-1-1</u> 911 emergency services.
WE.K.6	Identify healthy and unhealthy household products and recognize danger symbols (e.g., Mr. Yuck Yuk™, skull and crossbones).

Cluster	Wellness Behaviors
WE.K.7	Identify proper clothing to wear for different weather conditions and activities.
WE.K.8	Describe the function of safety equipment used during play (e.g., helmets, knee pads, elbow pads).
WE.K.9	Demonstrate safety procedures (e.g., street crossing, fire drills, transportation safety).
WE.K.10	Explain medication should be avoided without supervised use.
WE.K.11	Identify unsafe actions that might lead to injuries.
WE.K.12	Explain that all people, including children, have the right to tell others not to touch their body.
WE.K.13	Identify adults to notify when uncomfortable with certain touches.
WE.K.14	Recognize <del>to</del> <u>nicotine containing</u> products, alcohol, and other drugs as harmful substances and <del>explore</del> <u>appropriate refusal</u> skills.
WE.K.15	Identify feelings and ways to deal with difficult emotions. ( <u>e.g. emotional regulation techniques, mindful breathing</u> ).
WE.K.16	Recognize potentially harmful or dangerous situations and explore appropriate refusal skills (e.g., meeting strangers, using harmful substances).

## Physical Education

Cluster	Development of Motor Skills/Movement Forms
WE.K.17	Develop a beginning movement vocabulary for body and spatial awareness (e.g., general/self-space, left, right, up, down, high, low).
WE.K.18	Distinguish between personal space and general space.
WE.K.19	Distinguish between and perform locomotor movements of running, hopping, jumping, galloping, and sliding-- <u>while maintaining balance</u> .
WE.K.20	Travel in straight, curved, and zigzag pathways.
WE.K.21	Perform movements that promote cross lateral development--( <u>e.g. marching, windmills, clapping</u> ).
WE.K.22	Make wide, narrow, round, and twisted body shapes.
WE.K.23	Move the body at high, medium, and low levels- in stationary and moving positions.
WE.K.24	Move to a variety of beats, tempos, and rhythms.

WE.K.25	Transfer weight to balance on different body parts or combinations of body parts (e.g., beginner gymnastics, yoga).
WE.K.26	Develop spatial awareness of an object or person (e.g., beside, under, near, far).
WE.K.27	Kick, throw, catch, bounce, and strike from a stationary position.

<b>Cluster</b>	<b>Physical Fitness</b>
WE.K.278	Recognize body responses to physical activities (e.g., increased heart rate, faster breathing, perspiration).
WE.K.289	Discuss the need for proper rest and exercise.
WE.K.2930	Locate and identify a variety of body parts.

<b>Cluster</b>	<b>Responsible, Personal, and Social Behaviors</b>
WE.K.301	Demonstrate appropriate interactions with others (e.g., partners, small groups and large groups).
WE.K.312	Identify and participate in physical activities outside of school that enhance health.

### Wellness Education – Grade 1

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. First grade health education standards provide concrete concepts and opportunities to practice and begin to master a variety of physical, social, emotional, and cognitive skills to promote personal health and wellness, prevent injuries, and develop ~~lifetime~~ lifelong interpersonal relationships and health habits. First grade physical education standards continue to develop motor skills, movement concepts, and physical fitness that will enable students to learn to enjoy physical activity and enhance future participation in recreational lifetime activities.

### Health Education

<b>Cluster</b>	<b>Wellness Promotion and Disease Prevention</b>
WE.1.1	Identify ways germs enter the body and how to prevent the spread of illnesses.
WE.1.2	Describe the effects of <del>healthy and less healthy foods</del> <u>different types of food</u> on the on the body.
WE.1.3	Explain the need for medical checkups and other <del>health-care</del> <u>healthcare</u> procedures (e.g., eye, dental exams).

<b>Cluster</b>	<b>Wellness Information and Services</b>
WE.1.4	Identify which “safety” helpers (e.g., police and teachers) to contact for different problems.
WE.1.5	Demonstrate when and how to use <u>9-1-1 911</u> emergency services.
WE.1.6	Classify household products (e.g., harmful, safe).

<b>Cluster</b>	<b>Wellness Behaviors</b>
WE.1.7	Identify the proper safety equipment for different activities (e.g., rollerblading, bicycling, skateboarding, seatbelts and positioning when riding in a car).



## Wellness Education – Grade 2

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Second grade health education standards actively engage students in practicing and developing basic health behaviors and skills. Second grade physical education standards continue to build on the development of motor skills, movement concepts, and physical fitness from previous grades to enhance enjoyment and proficiency.

### Health Education

Cluster	Wellness Promotion and Disease Prevention
WE.2.1	Identify foods in each food group.
WE.2.2	Explain the importance of good dental care and demonstrate good dental hygiene.
WE.2.3	Discuss <del>how community agencies work to prevent and control diseases,</del> germs and strategies for preventing the spread of illness (e.g., masking when sick, covering when cough/sneeze, keep food and drink to self).
WE.2.4	Describe how immunizations and medicines help fight disease.

Cluster	Wellness Information and Services
WE.2.5	Explore basic first aid.
WE.2.6	Demonstrate when and how to use <del>9-1-1</del> 911 emergency services.
WE.2.7	Identify symptoms of poisoning and how to get help.

Cluster	Wellness Behaviors
WE.2.8	Demonstrate knowledge of appropriate safety skills and equipment for recreational activities.
WE.2.9	Describe behaviors and habits which may be dangerous at home, on the playground, or in the community.
WE.2.10	Demonstrate proper food handling techniques (e.g., washing apples, washing hands, using clean utensils).
WE.2.11	Describe the harmful effects of tobacco, nicotine, alcohol, and other drugs <del>(e.g., vaping, pouches).</del>
WE.2.12	Describe the importance of following directions for taking medicine and only taking medication under adult supervision.
WE.2.13	Understand the influence digital and print media can have on health behavior.
WE.2.14	Describe how to plan a healthy family meal.
WE.2.15	Practice positive communication skills (e.g., healthy ways to express needs, wants, and feelings).
WE.2.16	Demonstrate how to respond appropriately when being touched in an uncomfortable manner.
WE.2.17	Discuss <u>problem solving skills</u> for possible risky situations in various environments.
WE.2.18	Identify situations resulting in hurt feelings and demonstrate appropriate coping skills.

## Physical Education

Cluster	Development of Motor Skills/Movement Forms
WE.2.19	Combine locomotor skills with pathways (e.g., straight, zigzag, and curved) and levels (e.g., high, medium, and low).
WE.2.20	Practice chasing, fleeing, and evading in a variety of physical activities.
WE.2.21	Combine balance, transfer of weight, and rolling movements in a repeatable sequence (e.g., beginner gymnastics, animal movements, yoga).
WE.2.22	Perform dance sequences to a variety of beats, tempos, and rhythms.
WE.2.23	Demonstrate directional movements of forward, backward, sideways, up, down, left, and right.
WE.2.24	Kick, throw, bounce, catch, and strike an object from a stationary moving position—with proper form.

Cluster	Physical Fitness
WE.2.25	Identify and discuss the components associated with health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility and body composition) and participate in activities to improve fitness.
WE.2.26	Locate and discuss large muscle groups and identify muscular strength, muscular endurance, and flexibility exercises.
WE.2.27	Identify muscular strength, muscular endurance, and flexibility exercises.

Cluster	Responsible Personal and Social Behaviors
WE.2.27 8	Follow rules, procedures, and safe practices individually and when in a group.
WE.2.28 9	Participate in two physical activities that bring personal enjoyment during recess or outside of the school environment.

## Wellness Education – Grade 3

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Third grade health education standards will explore the effects of health habits on wellness through decision making and problem-solving techniques. Hands-on health activities provide experiences that are easily integrated with other third grade subject matter. Third grade physical education standards stress the application of motor skills, movement forms, and physical fitness which will lead to enjoyment in more complex skills and activities. Social skills and lifetime wellness principles promote continued participation in regular physical activity.

## Health Education

Cluster	Wellness Promotion and Disease Prevention
WE.3.1	Identify the major organs of the body systems.
WE.3.2	Explain the importance of preventing the spread of germs, bacteria, and diseases.

WE.3.3	Demonstrate good dental hygiene and discuss potential consequences of poor oral health.
WE.3.4	Identify the food groups and recognize food provides energy and nutrients for growth and development.

<b>Cluster</b>	<b>Wellness Information and Services</b>
WE.3.5	Define and demonstrate basic first aid procedures.
WE.3.6	Distinguish between situations that warrant contacting emergency services and situations that do not.

<b>Cluster</b>	<b>Wellness Behaviors</b>
WE.3.7	Explain the importance of using appropriate protective gear for self and others (e.g., helmets, goggles, sunscreen, seatbelts and other safety protocols in various modes of transportation including seat positioning).
WE.3.8	Discuss and practice personal responsibility for hygiene.
WE.3.9	Demonstrate decision-making skills to avoid unhealthy risk-taking behaviors (e.g., swimming alone, talking with strangers, taking medicines without adult supervision).
WE.3.10	Model and practice ways to reduce stress (e.g., deep breathing, mindfulness).
WE.3.11	Discuss appropriate and inappropriate uses of over the counter (OTC) and prescription medication.
WE.3.12	Compare food choices based on nutritional value, recommended portion, and serving size.
WE.3.13	Demonstrate appropriate refusal skills (e.g., clear "no" statement, walk away, repeat refusal).
WE.3.14	Assess factors that contribute to achieving and maintaining a healthy body (e.g., food choices, physical activity).
WE.3.15	Understand how overall health is affected by different levels of passive technology use (e.g., minimal, moderate, or excessive screen time, video games).
WE.3.16	Demonstrate effective ways to communicate with kindness and compassion.

### Physical Education

<b>Cluster</b>	<b>Development of Motor Skills/Movement Form</b>
WE.3.167	Throw an object in an underhand and overhand method.
WE.3.178	Catch a moving object.
WE.3.189	Dribble a ball with hands from a stationary and a moving position.
WE.3.192	Direct an object to a target (e.g., kick, roll, throw, and strike).
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WE.3.201	Jump to an established rhythm continuously.
WE.3.212	Perform simple sequences in time to music.
WE.3.223	Continuously strike an object (e.g., balloon with hand, ball with foot).
WE.3.234	Demonstrate strategies for chasing, fleeing, and evading.

<b>Cluster</b>	<b>Physical Fitness</b>
WE.3.245	Practice proper form when performing the following muscular strength and endurance exercises (e.g., curl up, sit up, plank, push-up).
WE.3.256	Practice proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).

WE.3.267	Practice proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
WE.3.278	Demonstrate a procedure for monitoring heart rate.
WE.3.289	Distinguish between physical activities that are moderate-to-vigorous in intensity.
WE.3.293	Identify personally enjoyable physical activities.
WE.3.301	Explain the benefits of different kinds of fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and demonstrate exercises/activities for each.
WE.3.312	Explore the components of the F.I.T.T. Principle: Frequency, Intensity, Time, and Type.

Cluster	<b>Responsible Personal and Social Behaviors</b>
WE.3.33	Work cooperatively, productively, and safely with a partner or small group.
WE.3.334	Use specific feedback to improve performance.
WE.3.345	Explain the importance of rules and etiquette in physical activities.
WE.3.36	Identify physical activities that represent a variety of cultures around the world.

#### Wellness Education – Grade 4

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Fourth grade health education standards focus on developing plans for wellness behaviors, practice practicing health-enhancing skills and become becoming advocates for personal health. Students will propose wellness strategies to develop independence, self-motivation and critical thinking skills. Fourth grade physical education standards focus on continued advancements of motor skills, movement concepts, and physical fitness allowing for greater exploration of lifetime physical activities. Fourth grade incorporates vigorous activity to enhance physical development, social skills, and foster participation in enjoyable physical activity outside the classroom.

#### Health Education

Cluster	<b>Wellness Promotion and Disease Prevention</b>
WE.4.1	Identify responsible health behaviors to avoid the spread of contagious diseases.
WE.4.2	Describe the functions of the circulatory, respiratory, nervous, endocrine systems of the human body.
WE.4.3	Describe the harmful effects of excessive sun exposure and identify ways to reduce overexposure.

Cluster	<b>Wellness Information and Services</b>
WE.4.4	Identify specific community resources providing health care, health information, and health-enhancing activities.
WE.4.5	Explore how the media attempts to influence thoughts, feelings, and health behaviors.

Cluster	<b>Wellness Behaviors</b>
WE.4.6	Develop and practice a personal hygiene plan.
WE.4.7	Recognize and accept individual differences in others. (e.g., skills, appearance, gender).
WE.4.8	Discuss the improper use and abuse of legal and illegal drugs.

WE.4.9	Examine food labels and nutritional value.
WE.4.10	Discuss examples for food advertising and influences on personal health.
WE.4.11	Identify and discuss TV and other media programs exemplifying healthy family relationships.
WE.4.12	Examine the consequences of not using appropriate safety skills and equipment for recreational purposes.
WE.4.13	Plan a balanced meal using proper nutrition guides.
WE.4.14	Define risk-taking behaviors and resulting consequences.
WE.4.15	Explain the physical, social, and emotional changes that occur during puberty and adolescence.

### Physical Education

<b>Cluster</b>	<b>Development of Motor Skills/Movement Forms</b>
WE.4.16	Demonstrate critical elements or components for the kick, catch, throw, dribble with hands and feet, and jump/land.
WE.4.17	Strike, toss, and catch objects using short and long-handled implements.
WE.4.18	Volley an object to self.
WE.4.19	Jump a single rope continuously using a variety of jump skills.
WE.4.20	Apply strategies for chasing, fleeing, and evading in a variety of activities.
WE.4.21	Perform rhythmic sequences using equipment.
WE.4.22	Dribble and kick an object with hands or feet while moving.

<b>Cluster</b>	<b>Physical Fitness</b>
WE.4.23	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl-up, sit-up, plank, push-up).
WE.4.24	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).
WE.4.25	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
WE.4.26	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.
WE.4.27	Match various exercises to the appropriate fitness components (e.g., push-up to upper body strength, curl-up to abdominal strength).
WE.4.28	Identify the components of the F.I.T.T. principle of exercise: fFrequency, iIntensity, tTime, and tType.
WE.4.29	Identify the characteristics of activities needed to maintain health-related fitness.

<b>Cluster</b>	<b>Responsible Personal and Social Behaviors</b>
WE.4.30	Work cooperatively, productively, and safely with a partner or small group.
WE.4.31	Demonstrates the importance of rules and etiquette in physical activities.
WE.4.32	Define fair play and provide examples of fair play in a variety of activities.
WE.4.33	Identify examples of appropriate feedback.

## Wellness Education – Grade 5

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Fifth grade health education standards focus on promoting positive behaviors as societal norms, critically examining the influence of media, peers, and society on individual decisions and actions. Students will explore 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. Students will examine non-use attitudes toward ~~tobacco~~ nicotine containing substances, alcohol and other drugs. Fifth grade physical education standards encourage life-long wellness habits and include the components of the F.I.T.T. principle, as well as health and skill-related fitness.

### Health Education

Cluster	Wellness Promotion and Disease Prevention
WE.5.1	Identify seven dimensions of total wellness (e.g., physical, emotional, social, intellectual, spiritual, environmental, and occupational).
WE.5.2	Describe the importance of proper nutrition and <del>appropriate food-choice-</del> <u>making balanced food choices</u> .
WE.5.3	Recognize potentially dangerous situations (e.g., bullying, harassment, drug use, criminal activities) and know how to obtain help.
WE.5.4	Identify environmental hazards (e.g., poisonous plants, insect bites/stings, pollution).
WE.5.5	Describe precautions and reactions to extreme weather conditions.

Cluster	Wellness Information and Service
WE.5.6	Describe how family, peers, community, and culture influence and support personal health practices and behaviors.
WE.5.7	Identify legal and illegal drugs.
WE.5.8	Discuss ways that technology can have a positive and negative influence on personal health.
WE.5.9	Discuss how media may influence future behaviors (e.g., <del>tobacco</del> nicotine containing products and ,alcohol use, violence, and relationships).

Cluster	Wellness Behaviors
WE.5.10	Analyze and interpret nutritional value food labels.
WE.5.11	Identify effective verbal and non-verbal communication skills (e.g., body language, restating, listening).
WE.5.12	Demonstrate refusal skills to avoid risky behaviors or situations (e.g., drug use, criminal activity, being alone with a stranger, inappropriate digital communication, <u>boundary setting</u> ).
WE.5.13	Demonstrate assertive responses when asking for help in an emergency.
WE.5.14	Set a personal health goal, identify resources to assist in achieving the goal, and track progress toward its achievement.
WE.5.15	Distinguish between safe, risky, or harmful relationships and list strategies to reduce threatening situations (e.g., anger management, positive peer-pressure).
WE.5.16	Demonstrate techniques for managing stress (e.g., exercising, meditation).
WE.5.17	Identify strategies to change unhealthy behaviors.
WE.5.18	Identify signs and symptoms of self-harm.

WE.5.19	Identify signs and symptoms of eating disorders.
WE.5.20	Identify appropriate individuals who can assist in the treatment of self-harm and eating disorders.

### Physical Education

Cluster	Development of Movement Forms / Motor Skills
WE.5.18 21	Perform various motor skill techniques to independently develop/and improve coordination.
WE.5.192 2	Perform simple dance sequences using smooth transitions in speed, level, and direction in time to music.
WE.5.202 3	Perform jump sequences with partner(s) using equipment long and short ropes.
WE.5.212 4	Throw overhand with force and accuracy.
WE.5.222 5	Dribble with hands or feet while evading an opponent.
WE.5.232 6	Utilize critical elements or components for dribbling with feet hands and hands feet and striking with short and long-handled implements to improve performance in a game setting.
WE.5.242 7	Use an implement to strike an object with force and accuracy.

Cluster	Physical Fitness
WE.5.252 8	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl up, sit up, plank, push up).
WE.5.262 9	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).
WE.5.273 0	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
WE.5.283 1	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.
WE.5.293 2	Participate in warm-up and cool-down procedures before and after vigorous activities.
WE.5.303 3	Describe the health benefits of regular participation in physical activity.
WE.5.313 4	Define the components of the F.I.T.T. principle of exercise (e.g., f[requency, i]ntensity, t[ime], and t[ype]).
WE.5.323 5	Demonstrate knowledge of the five health related fitness components (e.g., cardiovascular fitness, muscular strength, muscular endurance, body composition, flexibility).
WE.5.333 6	Demonstrate knowledge of skill-related fitness (e.g., speed, agility, balance, reaction time, power, coordination).
WE.5.343 7	Identify school and community programs promoting lifelong physical activity.
WE.5.353 8	Engage in lifestyle behaviors to increase physical activity outside of the physical education setting.

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WE.5.363 9	Record physical activity participation (e.g., in and outside physical education).
<b>Cluster</b>	<b>Responsible Personal and Social Behavior</b>
WE.5.374 0	Work collaboratively, productively, and safely with a partner or small group.
WE.5.384 1	Participate appropriately with those having different skills and abilities.
WE.5.394 2	Demonstrate fair play in competitive settings regardless of the outcome.
WE.5.404 3	<del>Respectfully</del> Provide appropriate feedback to others in a respectful manner.
WE.5.414 4	Compare and contrast physical activities that are unique to a culture other than your own.

## Wellness Education Grades 6-8

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Students in grades sixth through eighth continue to develop wellness concepts which build upon the foundation for health literacy and an appreciation for lifelong physical fitness. It is critical that students continue to understand and practice healthy, active lifestyle behaviors before being faced with health concerns later in life. This is a ~~life-long~~ lifelong process of enhancing the components of health education (~~physical, intellectual, emotional, social, spiritual, and environmental~~), physical education (~~movement forms, motor skill development and fitness~~), and physical activity. The grades 6-8 wellness education content standards identify what students should know, understand, and be able to do in practicing skills and behaviors that apply to healthy lifestyles. The goal of these wellness education content standards is to promote self-responsibility, motivation, and excellence in learning as well as ~~life-long~~ a lifelong commitment to wellness. The following chart represents the components of health and physical education ~~based on the skill progressions from K-5~~ that will be developed throughout grades 6-8. ~~These components are based on the skill progressions from grades K-5.~~

Health Education	Physical Education
<b>Health Promotion and Disease Prevention</b>	<b>Development of Motor Skills/Movement Forms</b>
<ul style="list-style-type: none"> <li>• <del>a</del>Acquire basic health concepts and functional health knowledge</li> <li>• <del>u</del>Understand essential concepts of established health behavior theories and models</li> <li>• <del>a</del>Apply strategies to promote health and reduce risk</li> </ul>	<ul style="list-style-type: none"> <li>• <del>m</del>Master movement fundamentals</li> <li>• <del>i</del>Improve motor skills</li> </ul>
<b>Culture, Media, and Technology</b>	<b>Physical Activity</b>
<ul style="list-style-type: none"> <li>• <del>i</del>Identify and understand diverse internal and external factors that influence health practices and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• <del>e</del>Develop self-confidence</li> <li>• <del>p</del>Promote positive self-image through physical activity</li> <li>• <del>e</del>Encourage the concept of life-long participation in physical activity</li> </ul>
<b>Health Information and Services</b>	
<ul style="list-style-type: none"> <li>• <del>i</del>Identify and access valid health resources and health-promoting products and services</li> <li>• <del>r</del>Reject <del>unproven</del> <del>unreliable</del> sources</li> <li>• <del>a</del>Apply analysis, comparison and evaluation of health resources</li> </ul>	
<b>Decision Making</b>	<b>Physical Fitness</b>
<ul style="list-style-type: none"> <li>• <del>i</del>Identify, implement and sustain health enhancing behaviors</li> <li>• <del>a</del>Apply decision-making process to make healthy decisions</li> <li>• <del>e</del>Collaborate with others to improve quality of life</li> </ul>	<ul style="list-style-type: none"> <li>• <del>u</del>Understand fitness principles</li> <li>• <del>a</del>Accept <del>responsible</del> responsibility for personal fitness</li> <li>• <del>l</del>Lead an active, healthy life</li> <li>• <del>d</del>Develop higher levels of basic fitness and physical competence</li> <li>• <del>e</del>Endeavor to improve cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• <del>c</del>Communicate to enhance personal, family, and community health</li> <li>• <del>u</del>Use verbal and non-verbal skills to develop and maintain healthy personal relationships</li> </ul>	

<ul style="list-style-type: none"> <li>• <del>o</del>Organize and convey information and feelings to strengthen interpersonal interactions</li> </ul>	
<b>Goal Setting</b>	<b>Responsible Personal and Social Behavior</b>
<ul style="list-style-type: none"> <li>• <del>s</del>Set goals to identify, adopt, and maintain healthy behaviors</li> <li>• <del>i</del>Implement critical steps to achieve both short-term and long-term health goals.</li> </ul>	<ul style="list-style-type: none"> <li>• <del>a</del>Achieve self-initiated behaviors that promote personal and group success in activity settings</li> <li>• <del>a</del>Apply safe practices</li> <li>• <del>a</del>Adhere to rules, procedures, and etiquette</li> <li>• <del>f</del>Foster cooperation and teamwork</li> <li>• <del>d</del>Demonstrate ethical behavior in sport</li> <li>• <del>e</del>Encourage positive social interaction</li> <li>• <del>d</del>Develop respect for individual similarities and differences</li> </ul>
<b>Health Behaviors</b>	
<ul style="list-style-type: none"> <li>• <del>r</del>Reduce harmful and risk-taking behaviors</li> <li>• <del>a</del>Accept personal responsibility for health</li> </ul>	
<b>Advocacy</b>	
<ul style="list-style-type: none"> <li>• <del>a</del>Advocate for <del>p</del>Promote healthy norms and healthy behaviors</li> <li>• <del>t</del>Target health-enhancing messages to encourage others to adopt healthy behaviors</li> </ul>	

**West Virginia Code and Policy Requirements**

In accordance with W. Va. Code §18-2-7(a):

- Physical education, including physical exercise and age-appropriate physical activities, must be provided the equivalent of at least one full period of each school day of one semester of the school year. Schools that do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs to enable current staff and physical settings to be used to meet this requirement. Alternate programs shall be submitted to the WVDE for approval.
- The FitnessGram® shall be administered to all students in grades four through eight and the required high school course.

In accordance with W. Va. Code §18-2-9:

- The WVDE shall provide a standardized health education assessment to be administered in sixth and eighth 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 HIV/AIDS and other sexually transmitted diseases, and infections (STDs/STIs).
- An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of AIDS and other STD/STI 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 the subject of health education in any of the grades six through twelve as considered appropriate by the county board shall include at least sixty minutes of instruction for each student on the dangers of opioid use, the additive characteristics of opioids, and safer alternatives to treat pain.

In accordance with W.Va. Code §18-2-40(a):

- Children in grades 5-12 shall receive information regarding self-harm and eating disorder signs, prevention and treatment. This education shall occur at least once per academic school year.
- Children in grades 5-12 shall receive body age- appropriate safety information at least once per academic school year, with a preference for four times per academic year.

In accordance with W.Va. Code §18-34-1:

- The Fentanyl Prevention and Awareness Education Act or "Laken's Law" would help prevent overdose deaths in teens and in young adults due to fentanyl and fentanyl components. This shall be accomplished through education of students in grades 6-12 in all public schools and be mandated annually using the following methods:
- Students will be taught about fentanyl, heroin, and opioids awareness, prevention, and abuse;
- Students will be instructed in the life-saving use of FDA-approved opioid reversal agents;
- Students will be instructed on the prevention of the abuse of and addiction to fentanyl;
- Students will be instructed on available state and community resources and organizations that work to prevent and reduce youth substance use; and
- Students will receive health education covering the issues of substance abuse and youth substance abuse in particular.

In accordance with Policy 2510:

- At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity.

~~In accordance with WV Code §18-2-7a, the FitnessGram® shall be administered to all students in grades four through eight and the required high school course,~~

#### **FitnessGram® - Grades 6-8**

The FitnessGram® test battery assesses health-related fitness components: aerobic capacity, muscular strength and endurance, flexibility and body composition. FitnessGram® tests all students regardless of age, gender, or ability. Students are encouraged to be self-aware of health-related fitness and take responsibility by setting personal fitness goals. When students focus on the process of doing their personal best, a more positive lifelong impact is achieved. The ~~FitnessGram®~~ FitnessGram® is composed of the following six fitness areas, with test options provided for most areas:

##### Aerobic Capacity

- PACER (Progressive Aerobic Cardiovascular Endurance Run)
- One-Mile Run

##### Upper Body Strength and Endurance<sup>‡</sup>

- Push-Up
- Modified Pull-Up
- Flexed Arm Hang

##### Abdominal Strength and Endurance

- Curl-Up

##### Flexibility

- Trunk Lift
- Back-Saver Sit and Reach
- Shoulder Stretch

#### Body Composition

- Body Mass Index
- Bioelectric Impedance Analyzer

### Wellness Education – Grade 6

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. The goal of sixth grade health education program of study is to 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., physical, emotional, social, mental/intellectual, spiritual, environmental and occupational). Students critically examine concepts related to personal health; injury prevention; and alcohol, tobacco, and other drugs; and they also recognize the impact of positive health decisions on personal goal attainment. The goal of the physical education program of study at the sixth-grade level is to improve students' understanding of the connections between physical activity and lifetime lifelong wellness. Movement is critical to proper growth and development at this age; physical education assists students in developing a healthy body and self-image. Social and emotional development is enhanced as students begin to use motor skills in team building situations.

### Health Education

Cluster	Health Promotion and Disease Prevention
WE.6.1	Investigate personal diet, create an understanding of serving size versus portion size, and analyze nutritional needs of adolescents.
WE.6.2	List short-term and long-term effects of alcohol, drugs, and <del>tobacco</del> nicotine containing substances.
WE.6.3	List short-term and long-term effects of sedentary lifestyle.
WE.6.4	Examine healthy behaviors and practices beneficial to each body system and help lead to a healthy lifestyle.
WE.6.5	Describe how family health history, hereditary factors, and personal lifestyle choices impact personal health.
WE.6.6	Analyze the seven dimensions of wellness and how to maintain or improve them (e.g., physical, emotional, social, intellectual, spiritual, environmental, and occupational).
WE.6.7	Recognize medical terminology, anatomical landmarks, and functions of the reproductive system.

Cluster	Culture, Media, and Technology
WE.6.8	Analyze how media messages influence choices on health behaviors (e.g., <del>tobacco</del> nicotine containing substances, drugs, alcohol, eating disorders, etc.).
WE.6.9	Analyze advertiser influences on consumer choices (e.g., brand names, fads).
WE.6.10	Explain how families influence the health of adolescents (e.g., family time, meal preparation, religious practices, weight control).

WE.6.11	Explain the influence of personal values, beliefs, and culture on health practices and behaviors.
WE.6.12	Explain how peers, school, and community can impact personal health practices and behaviors.
WE.6.13	Explain how technology has advanced health promotion and disease prevention.
WE.6.14	Discuss the importance of respecting individual differences, <del>(e.g., race, religion, size, age, sex, gender identity).</del>

<b>Cluster</b>	<b>Health Information and Service</b>
WE.6.15	Analyze the validity of health information, products, and services.
WE.6.16	Identify sources of valid health information.
WE.6.17	Describe situations that may require professional health services (e.g., drug addiction, suicide prevention, sudden illness, accidents).
WE.6.18	Recognize the dangers of <del>fantanyl, heroin, and other opioid use/and-abuse</del> , the addictive characteristics of opioids, and safer alternatives to treat pain.

<b>Cluster</b>	<b>Communication</b>
WE.6.19	Demonstrate effective verbal and non-verbal communication skills (e.g., refusal skills, body language, restating).
WE.6.20	Describe a variety of positive coping mechanisms and conflict resolution skills to deal with difficult situations.
WE.6.21	Use positive communication skills to build and maintain healthy relationships.
WE.6.22	Explain refusal and negotiation skills to avoid or reduce risks of dangerous situations.

<b>Cluster</b>	<b>Decision Making</b>
WE.6.23	List the steps of the decision-making process to solve problems.
WE.6.24	Select healthy options that benefit health-related issues or problems.
WE.6.25	Describe potential outcomes when making health-related decisions (e.g., obesity, alcoholism, drug dependence) for self and others.
WE.6.26	Select decision-making skills that protect against communicable and non-communicable diseases.
WE.6.27	Examine multiple options and differentiate between healthy and unhealthy choices when making decisions.

<b>Cluster</b>	<b>Goal Setting</b>
WE.6.28	Explain how the goal setting process is important in designing strategies to avoid risky behaviors.
WE.6.29	Select a personal health goal and track progress toward achievement.
WE.6.30	Describe how personal health goals and practices can change (e.g., maturity, peer influences, environment).

<b>Cluster</b>	<b>Health Behaviors</b>
WE.6.31	Differentiate between safe and risky behaviors in relationships.
WE.6.32	Discuss healthy lifestyle practices to improve personal and family health.
WE.6.33	List protective behaviors used to avoid and reduce threatening situations (e.g., be with a group, confide in trusted adults).

WE.6.34	Identify appropriate strategies used to reduce stress, anxiety, and depression.
WE.6.35	Contrast the differences between safe and risky behaviors for preventing pregnancy and STDs/STIs.
WE.6.36	Demonstrate CPR, hands only CPR, AED, and basic first aid.
WE.6.37	Explain how to administer the use of lifesaving opioid reversal agents (e.g., Naloxone)
WE.6.38	Identify causes, signs and symptoms, prevention and treatment strategies for eating disorders and self-harm.

<b>Cluster</b>	<b>Advocacy</b>
WE.6.3739	Advocate for healthy lifestyles.
WE.6.3840	Discuss ways health messages can be altered depending on the audience.
WE.6.3941	Explain how to influence others to make positive health choices.
WE.6.4042	Discuss Analyze results of national or state youth-risk-behavior-survey Youth Risk Behavior Survey (YRBS) information.

### Physical Education

<b>Cluster</b>	<b>Movement Forms / Motor Skills</b>
WE.6.413	Perform independently in physical activity to improve skills and fitness.
WE.6.424	Perform basic skills necessary to participate in individual, dual, team, and lifetime activities.
WE.6.435	Perform social and/or multicultural dances.

<b>Cluster</b>	<b>Physical Activity</b>
WE.6.446	Participate in physical activity in addition to physical education class.
WE.6.457	Identify lifelong physical activity opportunities (e.g., walk/run, bike, hike, dance, strength training).

<b>Cluster</b>	<b>Physical Fitness</b>
WE.6.468	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl-up, sit-up, plank, push-up).
WE.6.479	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).
WE.6.4850	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
WE.6.4951	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.
WE.6.5052	Describe the fitness benefits of a variety of physical activities (e.g., stretching, cardio, strength training).
WE.6.5153	Describe the importance of warm-up and cool-down activities when participating in physical fitness.

<b>Cluster</b>	<b>Responsible Personal and Social Behavior</b>
WE.6.5254	Work cooperatively and productively in a group to accomplish a set goal/task.
WE.6.5355	Follow rules, procedures, etiquette for safety and fair play.
WE.6.5456	Practice behaviors that are supportive and inclusive in physical activity.

## Wellness Education – Grade 7

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. The goal of the seventh-grade health education program of study is to address many important social, emotional, and physical changes adolescents face. Topics of discussion provide opportunities for students to practice decision making, communication skills, and goal setting. Students develop strategies to reduce risks and enhance personal health and wellness. The goal of the physical education program of study at the seventh grade level is to continue to develop specialized skills, offer new opportunities to explore recreational activities and lifetime fitness activities, and build on lifetime wellness and social skills previously introduced. During this critical time period, changes due to maturation and growth affect the students' skill level as they adjust to physical changes. Social development is an important part of the physical education curriculum.

## Health Education

Cluster	Health Promotion and Disease Prevention
WE.7.1	List the six essential nutrients; determine their sources and functions.
WE.7.2	Analyze the effects of risky lifestyle behaviors on body systems and general wellness.
WE.7.3	Describe the anatomy and functions of the reproductive system.
WE.7.4	Identify general symptoms and potentially long-term health consequences of STDs/STIs.
WE.7.5	Explain short-term and long-term effects of alcohol, drug, and tobacco nicotine containing substance use.
WE.7.8	Research the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.

Cluster	Culture, Media, and Technology
WE.7.96	Compare and contrast the influence of peers, community, and cultural beliefs on health behaviors.
WE.7.107	Debate how messages from the media and advertising can influence health behaviors.
WE.7.118	Describe the impact of different types of bullying and identify necessary coping skills.
WE.7.129	Explain the importance of respecting individual differences (e.g., race, religion, size, age, sex, gender identity).
WE.7.1310	Determine the intent of media messages about alcohol, tobacco nicotine containing substances, and other drugs (e.g., alcoholic beverage commercials, prescription, and OTC drugs advertisements).
WE.7.1411	Analyze the food industry and how it affects the health of society.
WE.7.1512	Examine the influence of the family on the health of adolescents (e.g., smoking, drinking, drug use, meal plans).

Cluster	Health Information and Service
WE.7.1613	Research the costs of health information, insurance, products, and services.
WE.7.1714	Identify valid health information from a variety of sources (e.g., home, community, internet).
WE.7.1815	Explain why a situation might require professional and community health services.

WE.7.1916	Identify misinformation and stereotyping associated with food industries and/or health service.
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Cluster	Communication
WE.7.2017	Analyze effective verbal and non-verbal communication skills (e.g., body language, restating, individual/group conversation).
WE.7.2118	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).
WE.7.2219	Give examples of refusal and negotiation skills to avoid health risks.
WE.7.2320	Discuss ways to develop and maintain healthy family relationships.
WE.7.21	Research the dangers of fentanyl, heroin, and other opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.

Cluster	Decision Making
WE.7.2422	Apply established dietary guidelines in meal planning.
WE.7.2523	Discuss the consequences of poor nutritional choices.
WE.7.2624	Role-play situations and practice positive decision-making concerning alcohol, tobacco, nicotine containing substances, and other drugs.
WE.7.2725	Apply the steps of a decision-making process to solve a problem.

Cluster	Goal Setting
WE.7.2826	Develop a personal health plan to address strengths and weaknesses of health practices (e.g., diet, exercise, sleep, relationships).
WE.7.2927	Explain the importance of the goal setting process when planning future events.
WE.7.3028	Discuss the impact of multiple factors on personal health goals (e.g., change of schools, getting older, new interests, family alteration).

Cluster	Health Behaviors
WE.7.3129	Recognize risky or harmful behaviors that may occur in relationships (e.g., abuse, date rape, sexual activity).
WE.7.3230	Analyze the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs/STIs, including Hepatitis B virus (HBV), HIV/AIDS, (e.g., abstinence, birth control, disease control).
WE.7.3331	Role-play protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment).
WE.7.3432	Identify strategies to reduce stress, anxiety, and depression.
WE.7.3533	Demonstrate CPR, hands only CPR, AED, and basic first aid procedures.
WE.7.34	Explain how to administer the use of lifesaving opioid reversal agents (e.g., Naloxone)
WE.7.35	Identify causes, signs and symptoms, prevention and treatment strategies for eating disorders and self-harm.

Cluster	Advocacy
WE.7.36	Advocate to work cooperatively with family for healthy lifestyles (e.g., exercise together, diet plans, food preparation, spend time together).
WE.7.37	Explain why making positive health choices will influence others.

WE.7.38	Analyze results of the national or state youth risk behavior survey Youth Risk Behavior Survey (YRBS) information.
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### Physical Education

Cluster	Movement Forms/Development of Motor Skills
WE.7.39	Participate in a variety of individual, dual, and team sports.
WE.7.40	Participate in a variety of non-competitive individual activities.
WE.7.41	Create and perform a dance sequence in time to music.
WE.7.42	Demonstrate offensive and defensive strategies in individual, dual, and team sports.

Cluster	Physical Activity
WE.7.4343	Identify opportunities for physical activity available in the community and/or state (e.g., bicycling, golfing, white water rafting, kayaking, hunting, fishing, skiing, mountain biking, hiking, rock climbing).
WE.7.4344	Participate in physical activities both in and outside school. Identify multiple physical activities that target specific fitness goals.

Cluster	Physical Fitness
WE.7.4445	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl-up, sit-up, plank, push-up).
WE.7.4546	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).
WE.7.4647	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
WE.7.4748	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.
WE.7.4849	Identify personal fitness needs and participate in physical activities to improve individualized goals.
WE.7.4950	Explain how the principles of progression and overload improve personal fitness performance.
WE.7.5051	Differentiate between health-related fitness (e.g. cardiovascular fitness, muscular strength, muscular endurance, body composition, flexibility) and skill related fitness (e.g. speed, agility, balance, reaction time, power, coordination).

Cluster	Responsible Personal and Social Behavior
WE.7.5152	Demonstrate cooperative team building skills appropriate for physical activity (e.g., equal opportunity for participation).
WE.7.5253	Demonstrate appropriate conflict resolution skills (e.g., peer mediation).
WE.7.5354	Demonstrate knowledge of rules, etiquette, and safety while participating in various physical activities (e.g. sportsmanship, fair play).

## Wellness Education – Grade 8

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. The goal of the eighth-grade health education program of study is to 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. Students examine violence prevention and develop strategies to promote safety for themselves and others. Students learn to access, use, critically evaluate, and apply health information and services. The goal of the eighth-grade physical education program of study is to allow students to further explore individual interests in lifetime physical activities and gain the knowledge and skills for future participation. A strong emphasis on lifetime wellness, physical activity, and social skills supports the goal of becoming a physically-active adults.

## Health Education

Cluster	Health Promotion and Disease Prevention
WE.8.1	Apply sound nutritional principles to healthy food choices (e.g., whole foods, menu preparation, nutrition labels).
WE.8.2	Analyze the effects of risky behaviors on body systems and wellness (e.g., substance abuse, processed and high sugar foods).
WE.8.3	Label and explain the functions of the body systems (e.g., circulatory, skeletal, reproductive, digestive).
WE.8.4	Determine the risk factors that lead to teen pregnancy, HIV/AIDS, HBV, and other STDs/STIs.
WE.8.5	Recognize behaviors that protect and keep the male and female reproductive systems healthy.

Cluster	Culture, Media, and Technology
WE.8.6	Identify cultural influences on health behaviors (e.g., nutrition, hygiene, relationships, medical medicine, drug use).
WE.8.7	Discuss the use of technology and its positive and negative impact on health (e.g., video games, computers, cell phones, medical information and advancements).
WE.8.8	Describe how bullying can have a negative impact on quality of life.
WE.8.9	Discuss the importance of respecting individual differences (e.g., race, religion, size, age, sex, gender identity).

Cluster	Health Information and Service
WE.8.10	Research how health information, products, and services are financed (e.g., government, consumers, trusts).
WE.8.11	Research products advertised to enhance health and analyze the accuracy of information provided (e.g., vitamins, supplements, dietary aids).
WE.8.12	<del>Evaluate the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.</del> Evaluate the dangers of fentanyl, heroin, and other opioid use/abuse, the addictive characteristics of opioids, and safer alternatives to treat pain.

Cluster	Communication
WE.8.13	Demonstrate ways to exhibit care, consideration, and respect for self and others.
WE.8.14	Develop a variety of positive coping mechanisms/conflict resolution skills (e.g., negotiation, peer-mediation, non-violent strategies).
WE.8.15	Compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors (e.g., pregnancy, drunk driving, STDs/STIs, dating violence, harassment, alcohol, <del>to</del> <del>ba</del> <del>ce</del> <del>o</del> <del>o</del> <del>n</del> <del>i</del> <del>c</del> <del>o</del> <del>t</del> <del>i</del> <del>n</del> <del>e</del> <del> </del> <del>c</del> <del>o</del> <del>n</del> <del>t</del> <del>a</del> <del>i</del> <del>n</del> <del>i</del> <del>n</del> <del>g</del> <del> </del> <del>s</del> <del>u</del> <del>b</del> <del>s</del> <del>t</del> <del>a</del> <del>n</del> <del>c</del> <del>e</del> <del>s</del> <del>, </del> <del>a</del> <del>n</del> <del>d</del> <del> </del> <del>o</del> <del>t</del> <del>h</del> <del>e</del> <del>r</del> <del> </del> <del>d</del> <del>r</del> <del>u</del> <del>g</del> <del>s</del> ).
WE.8.16	Practice communication skills necessary for healthy relationships (e.g., courtesy, manners, respect, conflict resolution).

Cluster	Decision Making
WE.8.17	Develop healthy practices regarding health-related issues (e.g., nutrition, weight control, exercise, prescription drugs).
WE.8.18	Predict potential outcomes of health-related decisions (e.g., alcohol, <del>to</del> <del>ba</del> <del>ce</del> <del>o</del> <del>o</del> <del>n</del> <del>i</del> <del>c</del> <del>o</del> <del>t</del> <del>i</del> <del>n</del> <del>e</del> <del> </del> <del>c</del> <del>o</del> <del>n</del> <del>t</del> <del>a</del> <del>i</del> <del>n</del> <del>i</del> <del>n</del> <del>g</del> <del> </del> <del>s</del> <del>u</del> <del>b</del> <del>s</del> <del>t</del> <del>a</del> <del>n</del> <del>c</del> <del>e</del> <del>s</del> <del>, </del> <del>a</del> <del>n</del> <del>d</del> <del> </del> <del>o</del> <del>t</del> <del>h</del> <del>e</del> <del>r</del> <del> </del> <del>d</del> <del>r</del> <del>u</del> <del>g</del> <del> </del> <del>u</del> <del>s</del> <del>e</del> <del>, </del> <del>n</del> <del>u</del> <del>t</del> <del>r</del> <del>i</del> <del>t</del> <del>i</del> <del>o</del> <del>n</del> <del>, </del> <del>s</del> <del>e</del> <del>a</del> <del>t</del> <del>b</del> <del>e</del> <del>l</del> <del>t</del> <del>s</del> <del> </del> <del>a</del> <del>n</del> <del>d</del> <del> </del> <del>p</del> <del>o</del> <del>s</del> <del>i</del> <del>t</del> <del>i</del> <del>o</del> <del>n</del> <del>i</del> <del>n</del> <del>g</del> <del> </del> <del>i</del> <del>n</del> <del> </del> <del>v</del> <del>a</del> <del>r</del> <del>i</del> <del>o</del> <del>u</del> <del>s</del> <del> </del> <del>m</del> <del>o</del> <del>d</del> <del>e</del> <del>s</del> <del> </del> <del>o</del> <del>f</del> <del> </del> <del>t</del> <del>r</del> <del>a</del> <del>n</del> <del>s</del> <del>p</del> <del>o</del> <del>r</del> <del>t</del> <del>a</del> <del>t</del> <del>i</del> <del>o</del> <del>n</del> ).
WE.8.19	Develop decision-making skills needed to protect against communicable and non-communicable diseases.
WE.8.20	Distinguish between options that are healthy and unhealthy.
WE.8.21	Apply the steps <del>to</del> <del>o</del> <del>f</del> <del> </del> <del>t</del> <del>h</del> <del>e</del> <del> </del> <del>d</del> <del>e</del> <del>c</del> <del>i</del> <del>s</del> <del>i</del> <del>o</del> <del>n</del> <del> </del> <del>t</del> <del>o</del> <del> </del> <del>s</del> <del>o</del> <del>l</del> <del>v</del> <del>e</del> <del> </del> <del>p</del> <del>r</del> <del>o</del> <del>b</del> <del>l</del> <del>e</del> <del>m</del> <del>s</del> .

Cluster	Goal Setting
WE.8.22	Assess personal health practices (e.g., safety, diet, exercise, sleep, alcohol, <del>to</del> <del>ba</del> <del>ce</del> <del>o</del> <del>o</del> <del>n</del> <del>i</del> <del>c</del> <del>o</del> <del>t</del> <del>i</del> <del>n</del> <del>e</del> <del> </del> <del>c</del> <del>o</del> <del>n</del> <del>t</del> <del>a</del> <del>i</del> <del>n</del> <del>i</del> <del>n</del> <del>g</del> <del> </del> <del>s</del> <del>u</del> <del>b</del> <del>s</del> <del>t</del> <del>a</del> <del>n</del> <del>c</del> <del>e</del> <del>s</del> <del>, </del> <del>a</del> <del>n</del> <del>d</del> <del> </del> <del>o</del> <del>t</del> <del>h</del> <del>e</del> <del>r</del> <del> </del> <del>d</del> <del>r</del> <del>u</del> <del>g</del> <del> </del> <del>u</del> <del>s</del> <del>e</del> ).
WE.8.23	Discuss the importance of the goal setting process in designing strategies to quit unhealthy and risky behaviors.
WE.8.24	Design a personal health goal and track progress toward its achievement (e.g., exercise, weight control, dental care).
WE.8.25	Determine how personal health goals and practices can vary as priorities change (e.g., family illness, death of close friend, personal tragedy, maturity).

Cluster	Health Behaviors
WE.8.26	Distinguish between safe and risky or harmful behaviors in relationships. <del>(e.g., abuse, date rape, peer pressure, gang membership).</del>
WE.8.27	Examine the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs/STIs (e.g., abstinence, birth control).
WE.8.28	Explain protective behaviors used to avoid and reduce threatening situations. <del>(e.g., anger, bullying, harassment, gang membership, eating disorders).</del>
WE.8.29	Design strategies to reduce stress, anxiety, and depression.
WE.8.30	Create good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation, family time).
WE.8.31	Demonstrate hands only CPR, AED, and first aid procedures.
WE.8.32	Explain how to administer the use of lifesaving opioid reversal agents (e.g., Naloxone).
WE.8.33	<del>Identify causes, signs and symptoms, prevention and treatment strategies for eating disorders, depression, and self-harm.</del>

Cluster	Advocacy
WE.8.333 4	Work cooperatively to advocate for healthy individuals, families, communities, and schools (e.g., health organizations, local health fairs).
WE.8.333 5	Identify ways in which health messages and communication techniques can be altered for different audiences. (e.g., age, gender, life experiences).
WE.8.343 6	Explain how to encourage others to make positive health choices.
WE.8.357 7	Explain the need for legislation to protect and promote personal safety and health (e.g., traffic laws, health departments).
WE.8.363 8	Recognize and promote environmental practices that will preserve natural resources for personal and community health.
WE.8.373 9	Analyze results of national or state <del>youth risk behavior survey</del> Youth Risk Behavior Survey (YRBS) information.

### Physical Education

Cluster	Movement Forms/Development of Motor Skills
WE.8.3840	Demonstrate basic offensive and defensive strategy while participating in individual, dual, and team sports (e.g., lead-up games/activities)
WE.8.3941	Practice basic techniques and safety procedures while participating in non-competitive lifetime physical activity (e.g., wear helmet and other protective gear, practice safe use of equipment).
WE.8.4042	Participate in a variety of rhythm and movement skills (e.g., social dance, line dance).
WE.8.4143	Identify characteristics of skilled performance in a sport or activity (e.g., rubric, self/peer assessment).

Cluster	Physical Activity
WE.8.4244	Evaluate the health benefits of two or more physical activities.
WE.8.4345	Develop and implement a personal physical activity plan (e.g., where, when, cost, equipment, procedures).

Cluster	Physical Fitness
WE.8.4446	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl-up, sit-up, plank, push-up).
WE.8.4547	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).
WE.8.4648	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
WE.8.4749	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.
WE.8.4950	Implement personal fitness goals related to health-related fitness (e.g., cardiovascular fitness, muscular strength, muscular endurance, body composition, flexibility) and skill related fitness (e.g., speed, agility, balance, reaction time, power, coordination).
WE.8.5051	Apply knowledge of progression and overload (e.g., gradual increase in F.I.T.T.) in the development of a personal fitness program.

Cluster	Responsible Personal and Social Behavior
WE.8.5152	Demonstrate appropriate, responsible behaviors in physical activity settings including proper rules, etiquette and safety (e.g., sportsmanship, fair play, use of safety equipment-goggles, helmets).
WE.8.5253	Discuss situations that may lead to conflict and practice mediation skills (e.g., compromise, "I" messages).
WE.8.5354	Discuss the effects of peer pressure on physical activity participation and performance.

**Health Education -- High School**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. 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. The intent of the health education standards are 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. The following chart represents the components of health education ~~--based on the skill progressions from K-8--~~ that will be developed in high school: These components are based on the skill progressions from grades 6-8.

<b>HEALTH EDUCATION</b>	
<b>Health Promotion and Disease Prevention</b>	<b>Health Behaviors</b>
<ul style="list-style-type: none"> <li>• <u>a</u>Acquire basic health concepts and functional health knowledge</li> <li>• <u>d</u>Develop foundation for promoting health-enhancing behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• <u>r</u>Research and apply health enhancing behaviors</li> <li>• <u>r</u>Reduce harmful and risk-taking behaviors</li> <li>• <u>a</u>Accept personal responsibility for health</li> <li>• <u>e</u>Encourage the practice of healthy behaviors</li> </ul>
<b>Health Information and Services</b>	<b>Culture, Media, and Technology</b>
<ul style="list-style-type: none"> <li>• <u>i</u>Identify and access valid health information and health-promoting products and services</li> <li>• <u>r</u>Reject <del>unproven</del> <u>unreliable</u> sources</li> <li>• <u>a</u>Apply analysis, comparison, and evaluation of health resources</li> <li>• <u>d</u>Develop health literacy</li> </ul>	<ul style="list-style-type: none"> <li>• <u>u</u>Understand that health is impacted by a variety of positive and negative influences within society</li> <li>• <u>i</u>Identify and understand the diverse internal and external factors that influence health practices and behaviors</li> </ul>
<b>Decision Making</b>	<b>Communication</b>
<ul style="list-style-type: none"> <li>• <u>i</u>Identify, implement, and sustain health enhancing behaviors</li> <li>• <u>m</u>Make healthy decisions</li> <li>• <u>e</u>Collaborate with others to improve quality of life</li> </ul>	<ul style="list-style-type: none"> <li>• <u>e</u>Communicate effectively to enhance personal, family, and community health</li> <li>• <u>u</u>Use verbal and non-verbal skills to develop and maintain healthy personal relationships</li> <li>• <u>e</u>Convey information and feelings appropriately to strengthen interpersonal interactions and reduce or avoid conflict</li> </ul>
<b>Goal Setting</b>	<b>Advocacy</b>
<ul style="list-style-type: none"> <li>• <u>s</u>Set goals to adopt and maintain healthy behaviors</li> <li>• <u>i</u>Implement critical steps needed to achieve both short-term and long-term health goals</li> </ul>	<ul style="list-style-type: none"> <li>• <u>a</u>Advocate to promote healthy norms and healthy behaviors</li> <li>• <u>d</u>Develop important skills to target health enhancing messages</li> <li>• <u>e</u>Encourage others to adopt healthy behaviors</li> </ul>

**West Virginia Code and Policy Requirements**

In accordance with W. Va. Code §18-2-9:

- ~~The WVDE shall provide a standardized health education assessment to be administered in sixth grade high school 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 HIV/AIDS and other STDs/STIs.
- An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of AIDS and other STDs/STIs 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 the subject of health education in any of the grades six through twelve as considered appropriate by the county board shall include at least sixty minutes of instruction for each student on the dangers of opioid use, the ~~additive~~ addictive characteristics of opioids, and safer alternatives to treat pain.
- County Boards of Education are required to provide at least thirty minutes of instruction on the proper administration of cardiopulmonary resuscitation (CPR) and the psychomotor skills necessary to perform CPR to all students prior to high school graduation.

In accordance with W.Va. Code §18-2-40(a):

- Children in grades 5-12 shall receive information regarding self-harm and eating disorder signs, prevention and treatment. This education shall occur at least once per academic school year.
- Children in grades 5-12 shall receive body age-appropriate safety information at least once per academic school year, with a preference for four times per academic year.

In accordance with W.Va. Code §18-34-1:

- The Fentanyl Prevention and Awareness Education Act or “Laken’s Law” would help prevent overdose deaths in teens and in young adults due to fentanyl and fentanyl components. This shall be accomplished through education of students in grades 6-12 in all public schools and be mandated annually using the following methods:
- Students will be taught about fentanyl, heroin, and opioids-awareness, prevention, and abuse;
- Students will be instructed in the life-saving use of FDA-approved opioid reversal agents;
- Students will be instructed on the prevention of the abuse of and addiction to fentanyl;
- Students will be instructed on available state and community resources and organizations that work to prevent and reduce youth substance use; and
- Students will receive health education covering the issues of substance abuse and youth substance abuse in particular.

<b>Cluster:</b>	<b>Health Promotion and Disease Prevention</b>
HE.1	<del>Compare and contrast components of total wellness (e.g., physical, mental, emotional, social, spiritual, occupational, intellectual). Analyze the relationships among the dimensions of total wellness.</del>
HE.2	<del>Differentiate between the positive and potentially negative effects of local and global environmental health problems (e.g. pollution/hazards, food production, energy, disease, public health issues). Analyze how environmental factors impact health outcomes and affects growth and development. (e.g. pollution, food production, public health issues, culture, community.)</del>

HE.3	Analyze and interpret ways public health and social policies, along with government regulations, influence health promotion and disease prevention (e.g., local, state, federal, and world health organizations).
HE.4	Differentiate between the causes of communicable and non-communicable diseases and identify/apply skills to prevent them (e.g. STDs/STIs, HIV/AIDS, bacteria/viral infections, universal precaution).
HE.5	Analyze the impact of genetics and family history on personal health (e.g. genetic disease/disorders, body composition, mental/emotional health).
HE.6	<del>Explain how the environment (e.g., cultural, community, physical, social, etc.) affects and interacts with growth and development. Explore risk factors that impact total wellness. (e.g. sedentary lifestyle, sexual activity, substance use, dieting).</del>
HE.7	<del>Analyze how personal health behaviors/choices affect the function of body systems in preventing premature death (e.g. lifestyle choices, chronic disease). Analyze how personal health behaviors/choices affect the function of body systems in preventing illness, disease, and premature death (e.g. lifestyle choices, chronic disease).</del>

<b>Cluster:</b>	<b>Culture, Media, and Technology</b>
HE.8	Evaluate how media of all forms can impact personal, family, community, and national health (e.g. validation of sources, technology's impact on modern communication).
HE.9	Debate the potential influences of technology on personal, family, and community health (e.g. smartphone technology, apps, fitness trackers). <del>personal appropriate uses of technology, responsible reporting of misuse).</del>
HE.10	Identify factors in the community that influence health (e.g. such as schools, resources, socioeconomic factors, geography, values, culture).
HE.11	Analyze the impact peer influences have on healthy and unhealthy behaviors.
HE.12	<del>Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation, and identity. Analyze how friends, family, media, society, and culture influence the expression of identity, relationships, and personal traits.</del>

<b>Cluster:</b>	<b>Health Information and Services</b>
HE.13	Analyze and interpret health information/data to promote healthy decision making <u>and manage misinformation and disinformation.</u> (e.g. quackery, food labels, websites, media, social media platforms).
HE.14	Use information systems to locate and utilize health care services that provide optimal health care.
HE.15	<del>Identify available state and community resources and organizations that work to prevent and reduce youth substance use.</del>

<b>Cluster:</b>	<b>Communication</b>
<del>HE.15</del>	<del>Utilize effective communication skills in a variety of situations.</del>
HE.16	Describe healthy ways to express emotions, needs, and desires in different situations. (e.g. sportsmanship, relationships, death, dying and grief).
HE.17	Demonstrate a variety of <u>effective</u> communication skills in a variety of situations. (e.g. verbal, non-verbal, listening, writing, technology, workplace).

HE.18	Identify potentially harmful situations, and devise strategies, and develop skills to avoid such situations through refusal, negotiation, and collaboration skills (e.g., violence and abuse situations, peer mediation, conflict resolution, support groups, "I" statements).
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<b>Cluster:</b>	<b>Decision Making</b>
HE.19	Apply and practice a decision-making process for various life situations (e.g., DECIDE process, SMART goals, goods and services purchases, relationships).
HE.20	Identify and discuss health concerns that require collaborative decision-making (e.g. sex, STDs/STIs, contraception).
HE.21	Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community, and self (e.g., alcohol, drugs, nicotine containing substances, STDs/STIs, teen pregnancy/parenting).
HE.22	Evaluate mechanisms and decision-making processes to formulate alternatives to health-related issues or problems (e.g., refusal skills, defense/coping mechanisms).
HE.23	Evaluate the effectiveness of health-related decisions (e.g., risk behavior inventories, Youth Risk Behavior Survey-YRBS data).
HE.24	Construct Construct of personal boundaries as related to intimacy and sexual behaviors and effective communication skills concerning boundary invasion.

<b>Cluster:</b>	<b>Goal Setting Standards</b>
HE.25	Assess personal health practices and overall health status.
HE.26	Develop a plan to attain a personal health goal that addresses strengths, needs, and risks (e.g., SMART Goals, F.I.T.T.).
HE.27	Implement strategies and monitor progress in achieving a personal health goal.
HE.28	Design an effective long-term personal health plan. (e.g., individualized/group projects).

<b>Cluster:</b>	<b>Health Behaviors</b>
HE.29	Recognize and demonstrate the positive effects of nutrition and physical activity on health.
HE.30	List examples and explain short- and long-term impacts of health decisions on the individual, family, and community.
HE.31	Identify signs of stress and common stressors and develop effective stress management techniques.
HE.32	Identify causes, warning signs, and prevention strategies for eating disorders, depression, self-harm, and suicide.
HE.33	Identify causes, preventions, and treatments for injuries and list responsible actions to create a safe and healthy environment.
HE.34	Demonstrate basic first aid skills.
HE.35	Complete training on the proper administration of CPR through hands-on practice that is based on an instructional program established by the American Heart Association, Red Cross, or another program that is nationally recognized and used uses the most current national evidence-based CPR guidelines that incorporates psychomotor skills development.
HE.36	Explain how to administer the use of life-saving opioid reversal agents (e.g. Naloxone.)

<b>Cluster:</b>	<b>Advocacy</b>
HE.3637	Present on the dangers of fentanyl, heroin, and other opioid use/abuse, the addictive characteristics of opioids, and explore safer alternatives to treat pain.

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HE.3738	Use written, audio/visual, and <del>technology</del> <u>technological</u> communication methods to express health messages.
HE.3839	Demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g. peer education, projects, role play).
HE.3940	Promote the use of personal, family, and community resources in health care <del>situation</del> situations. (e.g. general practitioners, medical facilities, internet).
HE.4041	Identify school support staff, <del>and</del> community health services, and describe the impact <del>this</del> <u>these service services has have</u> on individual <del>school</del> <u>schools</u> and <del>community</del> <u>communities</u> (e.g. school nurse, civic organizations, volunteering opportunities).
HE.4142	Interpret the relationship between acts of responsible and productive citizenship and the health, safety, and security of a community.
HE.4243	Analyze the <u>West Virginia's</u> results of <del>the national youth risk behavior</del> <u>Youth Risk Behavior Survey (YRBS)</u> <del>surveys</del> .

**Physical Education – High School**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. High school physical education programs should focus on fitness, offer diverse movement patterns, develop motor skills, and emphasize lifetime activities. Students need to be exposed to a wide variety of activities, both competitive and non-competitive, that bring them enjoyment and challenge, thus enabling them to maintain an active lifestyle for a lifetime. The following chart represents the components of physical education, based on the skill progressions from K-8 that will be developed in high school. These components are based on the skill progressions from grades 6-8.

<b>PHYSICAL EDUCATION</b>	
<b>Development of Movement Forms/Motor Skills, Problem-Solving and Strategies.</b>	<b>Physical Activity</b>
<ul style="list-style-type: none"> <li>• dDevelop the movement forms and motor skills essential to participation in physical activities</li> <li>• eEstablish a foundation to facilitate continued motor skill acquisition</li> <li>• <u>Develop competitive strategies, critical thinking, and problem-solving skills in a physical activity setting.</u></li> </ul>	<ul style="list-style-type: none"> <li>• dDevelop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning</li> <li>• dDevelop an appreciation for the opportunities for self-expression and social interaction provided by physical activity</li> <li>• dDevelop self-confidence</li> <li>• pPromote positive self-image</li> </ul>
<b>Physical Fitness</b>	<b>Responsible Personal and Social Behavior</b>
<ul style="list-style-type: none"> <li>• aAccept responsibility for personal fitness</li> <li>• lLead an active, healthy life</li> <li>• dDevelop higher levels of basic fitness and physical competence</li> <li>• dDevelop a foundation to support healthy habits in the areas of: cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.</li> </ul>	<ul style="list-style-type: none"> <li>• aAchieve self-initiated behaviors, <u>short term goals and long-term goals</u> that promote personal and group success in activity settings</li> <li>• aApply safe practices</li> <li>• aAdhere to rules, procedures, and etiquette</li> <li>• foster cooperation and teamwork</li> <li>• dDemonstrate ethical behavior in sport</li> <li>• eEncourage positive social interaction</li> <li>• rRespect individual similarities and differences through positive interaction among participants in physical activity</li> </ul>

**West Virginia Code and Policy Requirements**

In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® FitnessGram® shall be administered to all students.

In accordance with Policy 2510 at least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity.

**FitnessGram® - High School**

The FitnessGram® test battery assesses health-related fitness components: aerobic capacity, muscular strength and endurance, flexibility and body composition. FitnessGram® tests all students regardless of age, gender, or ability. Students are encouraged to be self-aware of health-related fitness and take

responsibility by setting personal fitness goals. When students focus on the process of doing their personal best, a more positive lifelong impact is achieved. The FitnessGram® is composed of the following six fitness areas, with test options provided for most areas:

**Aerobic Capacity**

- PACER (Progressive Aerobic Cardiovascular Endurance Run)
- One-Mile Run

**Upper Body Strength and Endurance\***

- Push-Up
- Modified Pull-Up

**Abdominal Strength and Endurance**

- Curl-Up

**Flexibility**

- Trunk Lift
- Back-Saver Sit and Reach
- Shoulder Stretch

**Body Composition**

- Body Mass Index
- Bioelectric Impedance Analyzer

Cluster	Development of Movement Forms/Motor Skills, Problem-Solving and Strategies.
PE.1	Identify, practice and apply general skills and activity-specific skills to enhance motor proficiency.
PE.2	Participate in a variety of competitive/non-competitive individual, dual, and team sports/activities.
PE.3	Demonstrate offensive and defensive strategies while participating in individual, dual, and team sports/activities.
PE.4	Perform a variety of dance and rhythmic activities.
PE.5	Solve problems in individual and group physical activity settings.

Cluster	Physical Activity
PE.56	Identify physical activities that increase fitness levels in addition to physical education class.
PE.67	Explain how physical activity participation patterns are likely to change throughout one's life span.
PE.78	Identify a variety of regional outdoor adventure activities.
PE.89	Identify and describe local, state, national and/or international fitness and recreational resources and organizations.
PE.910	Assess the social, economic, cultural and environmental factors that impact physical activity.
PE.11	Select and participate in various forms of physical activity that exhibit personal interests.

Cluster	Physical Fitness
PE.1012	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl-up, sit-up, plank, push-up).
PE.1113	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).

PE.1214	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
PE.1315	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.
PE.1416	Practice principles of training in the design and implementation of a personal fitness program (e.g. F.I.T.T. Principle, Progressive Overload, Muscle Recovery).
PE.1517	Compare and contrast the fitness values of various physical activities.

Cluster	Responsible Personal and Social Behavior
PE.1618	Examine potential risks of physical activity and determine how to minimize those risks.
PE.1719	Utilize responsible, and considerate personal behaviors in physical activity settings.
PE.1820	Practice proper procedures and demonstrate etiquette and fair play in physical activity settings.
PE.1921	Explain the influence of peers on physical activity participation and performance.
PE.2322	Encourages and provides support to others through interactions in physical activity settings.

Comment Response Form

Comment Period Ends: May 15, 2025

*NOTICE: Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.*

The following form is provided to assist those who choose to comment on **Policy 2520.5, West Virginia College- and Career- Readiness Standards for Wellness Education**. Additional sheets may be attached, if necessary.

Name: \_\_\_\_\_ Organization: \_\_\_\_\_

Title: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Please check the box below that best describes your role.

Please check the box below that best describes your role.

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> County Board Member  | <input type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Higher Education |
| <input type="checkbox"/> Superintendent       | <input type="checkbox"/> Principal                  | <input type="checkbox"/> Parent/Family     | <input type="checkbox"/> Legislator       |
| <input type="checkbox"/> Central Office Staff | <input type="checkbox"/> Teacher                    | <input type="checkbox"/> Community Member  | <input type="checkbox"/> Other            |

COMMENTS/SUGGESTIONS
§126-44E-1. General.
§126-44E-2. Purpose.
§126-44E-3. Incorporation by Reference.
§126-44E-4. Summary of the Content Standards.
§126-44E-5. Severability.
Introduction
Explanation of Terms

W. Va. 126-44I-1, Policy 2520.5, West Virginia College- and Career- Readiness Standards for Wellness  
Education

Comment Response Form

Wellness Education – Kindergarten – 5 <sup>th</sup>
Wellness Education – Kindergarten
Wellness Education – Grade 1
Wellness Education – Grade 2
Wellness Education – Grade 3
Wellness Education – Grade 4
Wellness Education – Grade 5
Wellness Education – Grades 6-8
Wellness Education – Grade 6
Wellness Education – Grade 7
Wellness Education – Grade 8
Health Education – High School
Physical Education – High School

Please direct all comments to:

Erika Klose, Director  
PK-12 Academic Support  
West Virginia Department of Education  
Capitol Building 6, Room 500