



WEST VIRGINIA SECRETARY OF STATE

KRIS WARNER

ADMINISTRATIVE LAW DIVISION

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Office of West Virginia
Secretary Of State

**NOTICE OF FINAL FILING AND ADOPTION OF A LEGISLATIVE EXEMPT, INTERPRETIVE OR PROCEDURAL
RULE**

AGENCY: Education TITLE-SERIES: 126-044E
RULE TYPE: Legislative Exempt Amendment to Existing Rule: Yes Repeal of existing rule: No
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

This rule is filed with the Secretary of State. This rule becomes effective on the following date:

July 12, 2025

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.

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**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 44E
WEST VIRGINIA COLLEGE- AND CAREER-READINESS STANDARDS FOR WELLNESS EDUCATION (Policy
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 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 11, 2025.

1.4. Effective Date. -- July 12, 2025.

1.5. Repeal of a Former Rule. -- 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. These content standards must be met on or before July 1, 2026, for utilization during school year 2026-2027.

§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 pursuant to W. Va. Code §18-2-5. 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.

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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.

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.

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 can be healthy 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 – 5th

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 lifelong process of enhancing the components of health education (physical, intellectual, emotional, social, 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 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 lifelong commitment to wellness. The following chart represents the components of health and physical education that will be developed throughout grades K-5:

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

West Virginia Code and Policy Requirements
<ul style="list-style-type: none"> In accordance with W. Va. 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 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 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 less healthy 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 911 emergency services.
WE.K.6	Identify healthy and unhealthy household products and recognize danger symbols (e.g., Mr. Yuk™, skull and crossbones).

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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 nicotine containing products, alcohol, and other drugs as harmful substances and explore appropriate refusal skills.
WE.K.15	Identify feelings and ways to deal with difficult emotions (e.g. emotional regulation techniques, mindful breathing).
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 while maintaining balance.
WE.K.20	Travel in straight, curved, and zigzag pathways.
WE.K.21	Perform movements that promote cross lateral development (e.g., marching, windmills, clapping).
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.

Cluster	Physical Fitness
WE.K.28	Recognize body responses to physical activities (e.g., increased heart rate, faster breathing, perspiration).
WE.K.29	Discuss the need for proper rest and exercise.
WE.K.30	Locate and identify a variety of body parts.

Cluster	Responsible, Personal, and Social Behaviors
WE.K.31	Demonstrate appropriate interactions with others (e.g., partners, small groups and large groups).
WE.K.32	Identify 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 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

Cluster	Wellness Promotion and Disease Prevention
WE.1.1	Identify ways germs enter the body and how to prevent the spread of illnesses.
WE.1.2	Describe the effects of different types of food on the on the body.
WE.1.3	Explain the need for medical checkups and other healthcare procedures (e.g., eye, dental exams).

Cluster	Wellness Information and Services
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 911 emergency services.
WE.1.6	Classify household products (e.g., harmful, safe).

Cluster	Wellness Behaviors
WE.1.7	Identify the proper safety equipment for different activities (e.g., rollerblading, bicycling, skateboarding, seatbelts and positioning when riding in a car).
WE.1.8	Discuss and follow safety rules (e.g., sharp objects, bodily fluids, playground, water, electrical).
WE.1.9	Identify escape routes at home and school.
WE.1.10	Explain why medication should be avoided without adult supervision.
WE.1.11	Recognize nicotine-containing products, alcohol, and other drugs as harmful substances, and explore appropriate refusal skills.
WE.1.12	Discuss how using televisions, computers, video games and other technology can affect personal health.
WE.1.13	Identify a variety of feelings and demonstrate emotional regulation techniques to aid in stressful situations (e.g., breathing exercises, calming techniques).
WE.1.14	Discuss appropriate refusal skills in potentially harmful or dangerous situations (e.g., meeting strangers, using harmful substances).
WE.1.15	Understand it is acceptable to tell parents and/or other trusted adults when feeling uncomfortable about being touched.

Physical Education

Cluster	Development of Motor Skills/Movement Forms
WE.1.16	Develop a beginning movement vocabulary for body and spatial awareness (e.g., general/self-space, zig-zag, curve, straight, diagonal).
WE.1.17	Distinguish and perform the locomotor movements of running, sliding, galloping, jumping, hopping, skipping and leaping with a mature pattern.
WE.1.18	Demonstrate directional movements of forward, backward, sideways, up, down, left, and right.

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WE.1.19	Balance an object on various body parts (e.g., ball on hand, bean bag on foot).
WE.1.20	Kick, throw, catch, bounce, and strike from a stationary position with proper form.
WE.1.21	Combine locomotor skills with pathways (e.g., straight, zigzag, and curved).
WE.1.22	Create expressive movement sequences to a variety of beats, tempos, and rhythms.
WE.1.23	Recognize basic movement concepts of personal and general space.

Cluster	Physical Fitness
WE.1.24	Recognize the body responses to physical activity (e.g., increased heart/breathing rate, muscle fatigue, exhaustion levels).
WE.1.25	Explain the importance of proper rest and exercise.
WE.1.26	Identify and explore large muscle groups.

Cluster	Responsible, Personal and Social Behaviors
WE.1.27	Describe appropriate physical activities during recess and outside of school.
WE.1.28	Demonstrate appropriate interactions with others (e.g., partners, small groups, and large groups).

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 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 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 (e.g. vaping, pouches).

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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 problem solving skills 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, 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 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.2.28	Follow rules, procedures, and safe practices individually and when in a group.
WE.2.29	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
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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.

Cluster	Wellness Information and Services
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.

Cluster	Wellness Behaviors
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

Cluster	Development of Motor Skills/Movement Form
WE.3.17	Throw an object in an underhand and overhand method.
WE.3.18	Catch a moving object.
WE.3.19	Dribble a ball with hands from a stationary and a moving position.
WE.3.20	Direct an object to a target (e.g., kick, roll, throw, and strike).
WE.3.21	Jump to an established rhythm continuously.
WE.3.22	Perform simple sequences in time to music.
WE.3.23	Continuously strike an object (e.g., balloon with hand, ball with foot).
WE.3.24	Demonstrate strategies for chasing, fleeing, and evading.

Cluster	Physical Fitness
WE.3.25	Practice proper form when performing the following muscular strength and endurance exercises (e.g., curl up, sit up, plank, push-up).

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WE.3.26	Practice proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).
WE.3.27	Practice proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
WE.3.28	Demonstrate a procedure for monitoring heart rate.
WE.3.29	Distinguish between physical activities that are moderate-to-vigorous in intensity.
WE.3.30	Identify personally enjoyable physical activities.
WE.3.31	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.3.32	Explore the components of the F.I.T.T. Principle: Frequency, Intensity, Time, and Type.

Cluster	Responsible Personal and Social Behaviors
WE.3.33	Work cooperatively, productively, and safely with a partner or small group.
WE.3.34	Use specific feedback to improve performance.
WE.3.35	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, practicing health-enhancing skills and 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	Wellness Promotion and Disease Prevention
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	Wellness Information and Services
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	Wellness Behaviors
WE.4.6	Develop and practice a personal hygiene plan.
WE.4.7	Recognize and accept individual differences in others.
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.

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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

Cluster	Development of Motor Skills/Movement Forms
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.

Cluster	Physical Fitness
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: Frequency, Intensity, Time, and Type.
WE.4.29	Identify the characteristics of activities needed to maintain health-related fitness.

Cluster	Responsible Personal and Social Behaviors
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 nicotine containing substances, alcohol and other drugs. Fifth grade physical education standards encourage lifelong 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 making balanced food choices.
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., nicotine containing products, 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, boundary setting).
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.5.21	Perform various motor skill techniques to independently develop and improve coordination.

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WE.5.22	Perform simple dance sequences using smooth transitions in speed, level, and direction in time to music.
WE.5.23	Perform jump sequences with partners using long and short ropes.
WE.5.24	Throw overhand with force and accuracy.
WE.5.25	Dribble with hands or feet while evading an opponent.
WE.5.26	Utilize critical elements or components for dribbling with hands and feet and striking with short and long-handled implements to improve performance in a game setting.
WE.5.27	Use an implement to strike an object with force and accuracy.

Cluster	Physical Fitness
WE.5.28	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl up, sit up, plank, push up).
WE.5.29	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).
WE.5.30	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
WE.5.31	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.
WE.5.32	Participate in warm-up and cool-down procedures before and after vigorous activities.
WE.5.33	Describe the health benefits of regular participation in physical activity.
WE.5.34	Define the components of the F.I.T.T. principle of exercise (e.g., Frequency, Intensity, Time, and Type).
WE.5.35	Demonstrate knowledge of the five health related fitness components (e.g., cardiovascular fitness, muscular strength, muscular endurance, body composition, flexibility).
WE.5.36	Demonstrate knowledge of skill-related fitness (e.g., speed, agility, balance, reaction time, power, coordination).
WE.5.37	Identify school and community programs promoting lifelong physical activity.
WE.5.38	Engage in lifestyle behaviors to increase physical activity outside of the physical education setting.
WE.5.39	Record physical activity participation (e.g., in and outside physical education).

Cluster	Responsible Personal and Social Behavior
WE.5.40	Work collaboratively, productively, and safely with a partner or small group.
WE.5.41	Participate appropriately with those having different skills and abilities.
WE.5.42	Demonstrate fair play in competitive settings regardless of the outcome.
WE.5.43	Provide appropriate feedback to others in a respectful manner.
WE.5.44	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 lifelong process of enhancing the components of health education, physical education, 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 a lifelong commitment to wellness. The following chart represents the components of health and physical education that will be developed throughout grades 6-8. These components are based on the skill progressions from grades K-5.

Health Education	Physical Education
Health Promotion and Disease Prevention	Development of Motor Skills/Movement Forms
<ul style="list-style-type: none"> Acquire basic health concepts and functional health knowledge Understand essential concepts of established health behavior theories and models Apply strategies to promote health and reduce risk 	<ul style="list-style-type: none"> Master movement fundamentals Improve motor skills
Culture, Media, and Technology	Physical Activity
<ul style="list-style-type: none"> Identify and understand diverse internal and external factors that influence health practices and behaviors 	<ul style="list-style-type: none"> Develop self-confidence Promote positive self-image through physical activity Encourage the concept of life-long participation in physical activity
Health Information and Services	
<ul style="list-style-type: none"> Identify and access valid health resources and health-promoting products and services Reject unreliable sources Apply analysis, comparison and evaluation of health resources 	
Decision Making	Physical Fitness
<ul style="list-style-type: none"> Identify, implement and sustain health enhancing behaviors Apply decision-making process to make healthy decisions Collaborate with others to improve quality of life 	<ul style="list-style-type: none"> Understand fitness principles Accept responsibility for personal fitness Lead an active, healthy life Develop higher levels of basic fitness and physical competence Endeavor to improve cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition
Communication	
<ul style="list-style-type: none"> Communicate to enhance personal, family, and community health Use verbal and non-verbal skills to develop and maintain healthy personal relationships Organize and convey information and feelings to strengthen interpersonal interactions 	
Goal Setting	Responsible Personal and Social Behavior
<ul style="list-style-type: none"> Set goals to identify, adopt, and maintain healthy behaviors Implement critical steps to achieve both short-term and long-term health goals. 	<ul style="list-style-type: none"> Achieve self-initiated behaviors that promote personal and group success in activity settings Apply safe practices Adhere to rules, procedures, and etiquette Foster cooperation and teamwork Demonstrate ethical behavior in sport
Health Behaviors	
<ul style="list-style-type: none"> Reduce harmful and risk-taking behaviors accept personal responsibility for health 	

Advocacy	<ul style="list-style-type: none"> • Encourage positive social interaction • Develop respect for individual similarities and differences
<ul style="list-style-type: none"> • Promote healthy norms and healthy behaviors • Target health-enhancing messages to encourage others to adopt healthy behaviors 	

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 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.

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® 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 – 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 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, alcohol, tobacco, and other drugs; 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 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 nicotine containing substances.
WE.6.3	List short-term and long-term effects of a 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., 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.

Cluster	Health Information and Service
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 fentanyl, heroin, and other opioid use and abuse, the addictive characteristics of opioids, and safer alternatives to treat pain.

Cluster	Communication
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.

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WE.6.22	Explain refusal and negotiation skills to avoid or reduce risks of dangerous situations.
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Cluster	Decision Making
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.

Cluster	Goal Setting
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).

Cluster	Health Behaviors
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.

Cluster	Advocacy
WE.6.39	Advocate for healthy lifestyles.
WE.6.40	Discuss ways health messages can be altered depending on the audience.
WE.6.41	Explain how to influence others to make positive health choices.
WE.6.42	Analyze results of national or state Youth Risk Behavior Survey (YRBS) information.

Physical Education

Cluster	Movement Forms / Motor Skills
WE.6.43	Perform independently in physical activity to improve skills and fitness.
WE.6.44	Perform basic skills necessary to participate in individual, dual, team, and lifetime activities.
WE.6.45	Perform social and/or multicultural dances.

Cluster	Physical Activity
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WE.6.46	Participate in physical activity in addition to physical education class.
WE.6.47	Identify lifelong physical activity opportunities (e.g., walk/run, bike, hike, dance, strength training).

Cluster	Physical Fitness
WE.6.48	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl-up, sit-up, plank, push-up).
WE.6.49	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).
WE.6.50	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
WE.6.51	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.
WE.6.52	Describe the fitness benefits of a variety of physical activities (e.g., stretching, cardio, strength training).
WE.6.53	Describe the importance of warm-up and cool-down activities when participating in physical fitness.

Cluster	Responsible Personal and Social Behavior
WE.6.54	Work cooperatively and productively in a group to accomplish a set goal/task.
WE.6.55	Follow rules, procedures, etiquette for safety and fair play.
WE.6.56	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 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 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 nicotine containing substance use.

Cluster	Culture, Media, and Technology
WE.7.6	Compare and contrast the influence of peers, community, and cultural beliefs on health behaviors.

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WE.7.7	Debate how messages from the media and advertising can influence health behaviors.
WE.7.8	Describe the impact of different types of bullying and identify necessary coping skills.
WE.7.9	Explain the importance of respecting individual differences.
WE.7.10	Determine the intent of media messages about alcohol, nicotine containing substances, and other drugs (e.g., alcoholic beverage, prescription, and OTC drug advertisements).
WE.7.11	Analyze the food industry and how it affects the health of society.
WE.7.12	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.7.13	Research the costs of health information, insurance, products, and services.
WE.7.14	Identify valid health information from a variety of sources (e.g., home, community, internet).
WE.7.15	Explain why a situation might require professional and community health services.
WE.7.16	Identify misinformation and stereotyping associated with food industries and/or health service.

Cluster	Communication
WE.7.17	Analyze effective verbal and non-verbal communication skills (e.g., body language, restating, individual/group conversation).
WE.7.18	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.7.19	Give examples of refusal and negotiation skills to avoid health risks.
WE.7.20	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.7.22	Apply established dietary guidelines in meal planning.
WE.7.23	Discuss the consequences of poor nutritional choices.
WE.7.24	Role-play situations and practice positive decision-making concerning alcohol, nicotine containing substances, and other drugs.
WE.7.25	Apply the steps of a decision-making process to solve a problem.

Cluster	Goal Setting
WE.7.26	Develop a personal health plan to address strengths and weaknesses of health practices (e.g., diet, exercise, sleep, relationships).
WE.7.27	Explain the importance of the goal setting process when planning future events.
WE.7.28	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.7.29	Recognize risky or harmful behaviors that may occur in relationships (e.g., abuse, date rape, sexual activity).

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WE.7.30	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.7.31	Role-play protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment).
WE.7.32	Identify strategies to reduce stress, anxiety, and depression.
WE.7.33	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 (YRBS).

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.7.43	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.7.44	Identify multiple physical activities that target specific fitness goals.

Cluster	Physical Fitness
WE.7.45	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl-up, sit-up, plank, push-up).
WE.7.46	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).
WE.7.47	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
WE.7.48	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.
WE.7.49	Identify personal fitness needs and participate in physical activities to improve individualized goals.
WE.7.50	Explain how the principles of progression and overload improve personal fitness performance.
WE.7.51	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.7.52	Demonstrate cooperative team building skills appropriate for physical activity (e.g., equal opportunity for participation).
WE.7.53	Demonstrate appropriate conflict resolution skills (e.g., peer mediation).
WE.7.54	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 physically-active adults.

Health Education

Cluster	Health Promotion and Disease Prevention
WE.8.1	Apply 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, 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.

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	Evaluate the dangers of fentanyl, heroin, and other opioid use/abuse, the addictive characteristics of opioids, and safer alternatives to treat pain.

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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, nicotine containing substances, and other drugs).
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, nicotine containing substances, and other drug use, nutrition, seatbelts and positioning in various modes of transportation).
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 of the decision-making process to solve problems.

Cluster	Goal Setting
WE.8.22	Assess personal health practices (e.g., safety, diet, exercise, sleep, alcohol, nicotine containing substances, and other drug use).
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.
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.
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	Identify causes, signs and symptoms, prevention and treatment strategies for eating disorders, depression, and self-harm.

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Cluster	Advocacy
WE.8.34	Work cooperatively to advocate for healthy individuals, families, communities, and schools (e.g., health organizations, local health fairs).
WE.8.35	Identify ways in which health messages and communication techniques can be altered for different audiences.
WE.8.36	Explain how to encourage others to make positive health choices.
WE.8.37	Explain the need for legislation to protect and promote personal safety and health (e.g., traffic laws, health departments).
WE.8.38	Recognize and promote environmental practices that will preserve natural resources for personal and community health.
WE.8.39	Analyze results of national or state Youth Risk Behavior Survey (YRBS) information.

Physical Education

Cluster	Movement Forms/Development of Motor Skills
WE.8.40	Demonstrate basic offensive and defensive strategy while participating in individual, dual, and team sports (e.g., lead-up games/activities)
WE.8.41	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.8.42	Participate in a variety of rhythm and movement skills (e.g., social dance, line dance).
WE.8.43	Identify characteristics of skilled performance in a sport or activity (e.g., rubric, self/peer assessment).

Cluster	Physical Activity
WE.8.44	Evaluate the health benefits of two or more physical activities.
WE.8.45	Develop and implement a personal physical activity plan (e.g., where, when, cost, equipment, procedures).

Cluster	Physical Fitness
WE.8.46	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl-up, sit-up, plank, push-up).
WE.8.47	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).
WE.8.48	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
WE.8.49	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.
WE.8.50	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.8.51	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.8.52	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.8.53	Discuss situations that may lead to conflict and practice mediation skills (e.g., compromise, “I” messages).
WE.8.54	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 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 that will be developed in high school. These components are based on the skill progressions from grades 6-8.

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

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 high school health education class 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 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.

Cluster:	Health Promotion and Disease Prevention
HE.1	Analyze the relationships among the dimensions of total wellness.
HE.2	Analyze how environmental factors impact health outcomes and affect growth and development. (e.g. pollution, food production, public health issues, culture, community.)
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).

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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	Explore risk factors that impact total wellness. (e.g. sedentary lifestyle, sexual activity, substance use, dieting).
HE.7	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).

Cluster:	Culture, Media, and Technology
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).
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	Analyze how friends, family, media, society, and culture influence the expression of identity, relationships, and personal traits.

Cluster:	Health Information and Services
HE.13	Analyze and interpret health information/data to promote healthy decision making and manage misinformation and disinformation. (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	Identify available state and community resources and organizations that work to prevent and reduce youth substance use.

Cluster:	Communication
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 effective communication skills in a variety of situations. (e.g. verbal, non-verbal, listening, writing, technology).
HE.18	Identify potentially harmful situations, 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).

Cluster:	Decision Making
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).

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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).
HE.24	Construct personal boundaries as related to intimacy and sexual behaviors and effective communication skills concerning boundary invasion.

Cluster:	Goal Setting Standards
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 a personal health plan.

Cluster:	Health Behaviors
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 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.)

Cluster:	Advocacy
HE.37	Present on the dangers of fentanyl, heroin, and other opioid use/abuse, the addictive characteristics of opioids, and explore safer alternatives to treat pain.
HE.38	Use written, audio/visual, and technological communication methods to express health messages.
HE.39	Demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g. peer education, projects, role play).
HE.40	Promote the use of personal, family, and community resources in health care situations. (e.g. general practitioners, medical facilities, internet).
HE.41	Identify school support staff, community health services, and describe the impact these services have on individual schools and communities (e.g. school nurse, civic organizations, volunteering opportunities).

HE.42	Interpret the relationship between acts of responsible and productive citizenship and the health, safety, and security of a community.
HE.43	Analyze West Virginia’s results of the Youth Risk Behavior Survey (YRBS).

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. These components are based on the skill progressions from grades 6-8.

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

West Virginia Code and Policy Requirements

In accordance with W. Va. Code §18-2-7a, the 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

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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.6	Identify physical activities that increase fitness levels in addition to physical education class.
PE.7	Explain how physical activity participation patterns are likely to change throughout one's life span.
PE.8	Identify a variety of regional outdoor adventure activities.
PE.9	Identify and describe local, state, national and/or international fitness and recreational resources and organizations.
PE.10	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.12	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl-up, sit-up, plank, push-up).
PE.13	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach,

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	shoulder stretch).
PE.14	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).
PE.15	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.
PE.16	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.17	Compare and contrast the fitness values of various physical activities.

Cluster	Responsible Personal and Social Behavior
PE.18	Examine potential risks of physical activity and determine how to minimize those risks.
PE.19	Utilize responsible and considerate personal behaviors in physical activity settings.
PE.20	Practice proper procedures and demonstrate etiquette and fair play in physical activity settings.
PE.21	Explain the influence of peers on physical activity participation and performance.
PE.22	Encourages and provides support to others through interactions in physical activity settings.