

**WEST VIRGINIA
SECRETARY OF STATE**

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ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE WEST VIRGINIA
SECRETARY OF STATE

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

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

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

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

AMENDMENT TO AN EXISTING RULE: YES X NO _____

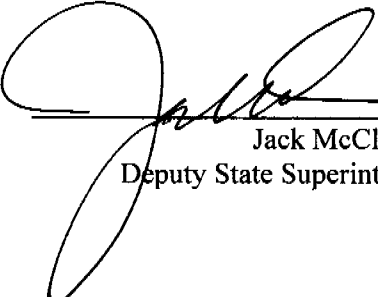
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44E

TITLE OF RULE BEING AMENDED: 21st Century Health Education 5-12 Content
Standards and Objectives for West Virginia Schools (2520.5)

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

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2008.



Jack McClanahan
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY 2520.5
21st CENTURY HEALTH EDUCATION 5-12 CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS**

Policy Number and Title: West Virginia Board Of Education Policy 2520.5: *21st Century Health Education 5-12 Content Standards and Objectives for West Virginia Schools*

Background: Policies 2520 define the content standards and objectives for the programs of study required by Policy 2510 and establish a standardized format for such.

- The original effective date of the policy was July, 1997.
- In October, 2001, a revision of the Policy incorporating the Content Standards and Objectives (CSOs) for Mathematics, Reading and English Language Arts, Science, Social Studies and Technology was presented to the West Virginia Board of Education.
- Policy 2520.5 was placed on public comment and was approved by the Board on October 13, 2005 and became effective on November 12, 2005.

Major Revisions or Reasons for New Policy: A repeal and replace of Policy 2520.5 is being recommended due to the format changes. The format of the health education CSOs has been redesigned to facilitate easier use by West Virginia educators.

The health education CSOs have been revised to

- reorganize the health education content from seven to eight national standards,
- incorporate higher levels of critical thinking skills and problem solving skills,
- establish an improved alignment with the state health education assessment (HEAP), and
- incorporate 21st century knowledge and skills that West Virginia students will need to be successful in the global world of the 21st century.

Impact:

- Students will be better prepared for success on national assessments, in post-graduate studies and in the workplace of the 21st century.
- Students will acquire a higher level of crucial thinking and problem solving skills needed for success in post graduate studies and the workplace of the 21st century.
- The revised format will better enable West Virginia educators to focus instruction on the approved CSOs.

126CSR44E

FILED

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

2007 MAR 19 PM 3: 27

SERIES 44E
21ST CENTURY HEALTH EDUCATION 5-12 CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS (2520.5)

OFFICE WEST VIRGINIA
SECRETARY OF STATE

§126-44E-1. General.

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

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

1.3. Filing Date. - March 19, 2007.

1.4. Effective Date. - July 1, 2008

1.5. Repeal of a Former Rule. This legislative rule repeals and replaces W. Va. 126CSR44E, West Virginia Board of Education Policy 2520.5, "Health Education Content Standards and Objectives for West Virginia Schools" filed May 8, 2003 and effective July 1, 2003.

§126-44E-2. Purpose.

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

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

3.1. A copy of the 21st Century Health Education 5-12 Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Healthy Schools.

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

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

West Virginia Department of Education

West Virginia Board of Education Policy

2520.5

*21st Century Health Education 5-12
Content Standards and Objectives for
West Virginia Schools*

Steven L. Paine
State Superintendent

Foreword

A 21st century health education curriculum is an increasingly important aspect of developing learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.5, 21st Century Health Education 5-12 Content Standards and Objectives for West Virginia Schools. The West Virginia Health Education Standards for 21st Century Learning includes 21st century content standards and objectives as well as 21st century standards and objectives for *learning skills* and *technology tools*. This broadened scope of health education curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21st century content, 21st century learning skills and the use of 21st century technology tools.

Committees of educators from across the state convened to revise the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging education curriculum that would prepare students for the 21st century. West Virginia educators, including regular classroom teachers, special education teachers, and teachers representing higher education institutions played a key role in shaping the content standards to align with national standards, rigorous national assessments and research and best practice in the field of health 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 easily be used and understood.

Policy 2520.5 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the *broad descriptions* of what *all* students must know and be able to do at the conclusion of the instructional sequence. The accompanying grade-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional *planning* and provide a basis for determining appropriate *assessments, instructional strategies and resources*. The performance descriptors provide the basis for *assessing* overall student competence of grade level standards. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of “learning for all,” these descriptors allow the teacher, students and parents to judge the *level* of student proficiency in each 21st century learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors become a comprehensive guide for delivering a rigorous and relevant health education curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

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

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

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

Numbering of Standards

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

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

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

Numbering of Objectives

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

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

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

Numbering of Performance Descriptors

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

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

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

Unique Electronic Numbers (UENs)

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

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

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

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

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

Abbreviations

Content Area

HE

Health

Other Abbreviations

PD

Performance Descriptors

O

Objective

S

Standard (Content Standard)

HEALTH EDUCATION - Policy 2520.5

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

This document is an organized, sequential list of learning standards and objectives closely aligned with the National Standards for Health Education. A major focus has been given to what the Center for Disease Control recognizes as adolescent risk behaviors (tobacco use, dietary patterns contributing to disease, sedentary lifestyle, sexual behaviors that result in HIV infection/other STDs and unintended pregnancy, alcohol and other drug use, and behaviors that result in intentional and unintentional injury).

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

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

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

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

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

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

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

Standard 4: Communication (HE.S.4)

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

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

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

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

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

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

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

Standard 8: Advocacy (HE.S.8)

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

The Role of Technology

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

Organization of the Health Education Program of Study

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

Fifth Grade Health Content Standards and Objectives

Grade five represents the beginning of an important time in the social, emotional and physical growth of students. Students are assessing future prospects and making important decisions that will shape who they become as adults. Because of these factors, the health education curriculum will focus on promoting positive behaviors as societal norms, critically examining the influence of media, peers and society on individual decisions and actions and improving proficiency and confidence with skills that will enhance health and safety. Students will understand the physical changes occurring during puberty, the relationship of varying growth and development patterns to health and self-acceptance and the role of relationship of varying growth and development patterns of health and self-acceptance and the role of physical activity and nutrition to personal health, growth and self-concept. Attitudes toward tobacco, alcohol and other drug non-use are important and students should recognize the benefits of being drug-free. Respect for individuality and independence are incorporated in the delivery of the fifth grade curriculum. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

(H.E.S.1) Students will comprehend concepts related to health promotion and disease prevention to enhance health.		Performance Descriptors HE.S.1	
Distinguished	Above Mastery	Mastery	Partial Mastery
Fifth grade students at the distinguished level will identify, explain and analyze: five dimensions of total wellness and the changes that occur during adolescence; the relationships between nutrition and health risk factors; potentially dangerous situations and explain how to obtain help appropriately; different organisms that cause disease; the major parts and functions of the body systems; recognize environmental hazards and describe precautions and treatments for exposure to	Fifth grade students at the above mastery level will identify and explain: five dimensions of total wellness and the changes that occur during adolescence; the relationships between nutrition and health risk factors; potentially dangerous situations and explain how to obtain help appropriately; different organisms that cause disease; the major parts and functions of the body systems; recognize environmental hazards and describe precautions and treatments for exposure to the elements.	Fifth grade students at the mastery level will identify: five dimensions of total wellness and the changes that occur during adolescence; the relationships between nutrition and health risk factors; potentially dangerous situations and explain how to obtain help appropriately; different organisms that cause disease; the major parts and functions of the body systems; recognize environmental hazards and describe precautions and treatments for exposure to the elements.	Fifth grade students performing at the novice level will with guidance and assistance identify: five dimensions of total wellness and the changes that occur during adolescence; the relationships between nutrition and health risk factors; potentially dangerous situations and explain how to obtain help appropriately; different organisms that cause disease; the major parts and functions of the body systems; recognize environmental hazards and describe precautions and treatments for exposure to

the elements.	the elements.	the elements.
HE.5.1.01	identify the five dimensions of total wellness (i.e., physical, emotional, social, intellectual, spiritual) and typical changes that occur during adolescence.	
HE.5.1.02	describe the relationship between poor nutrition and health risk factors.	
HE.5.1.03	explain potentially dangerous situations (e.g., bullying) and know how to obtain help.	
HE.5.1.04	describe different organisms (e.g., viruses, bacteria, protozoa, worms, fungi) that cause diseases.	
HE.5.1.05	explain the basic anatomy and functions of the body systems.	
HE.5.1.06	identify environmental hazards (e.g., poisonous plants) and describe precautions and treatments for exposure to the elements (e.g., sun, cold, insects, animals).	

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

HE.5.2.01	discuss how risk behaviors as seen on TV, movies and video games may influence a student's future behaviors (e.g., tobacco, alcohol, sex, violence).
HE.5.2.02	identify how peers and the media influence the development of eating disorders.
HE.5.2.03	describe how health practices are impacted by cultural differences.
HE.5.2.04	discuss how peers can influence healthy and unhealthy behaviors.
HE.5.2.05	describe ways technology can influence personal health.
HE.5.2.06	describe how families, schools, and communities can support personal health practices and behaviors.

(HE.S.3)	Students will demonstrate the ability to access valid information and products and services to enhance health.			
Performance Descriptors HE.S.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students performing at the distinguished level will research and analyze: safety-promoting activities of community agencies; legal and illegal drugs; characteristics of valid health information products and services; legal and illegal drugs, and valid health information.	Fifth grade students performing at the above mastery level will explain and give examples of: safety-promoting activities of community agencies; legal and illegal drugs; characteristics of valid health information products and services; legal and illegal drugs, and valid health information.	Fifth grade students performing at the mastery level will: investigate safety-promoting activities of community agencies; identify legal and illegal drugs; identify characteristics of valid health information products and services; identify legal and illegal drugs, and valid health information.	Fifth grade students performing at the partial mastery level will with practice: investigate safety-promoting activities of community agencies; identify legal and illegal drugs; identify characteristics of valid health information products and services; identify legal and illegal drugs, and valid health information.	Fifth grade students performing at the novice level will with guidance and assistance: investigate safety-promoting activities of community agencies; identify legal and illegal drugs; identify characteristics of valid health information products and services; identify legal and illegal drugs, and valid health information.

HE.5.3.01	investigate activities that community agencies do to promote safety.
HE.5.3.02	identify legal and illegal drugs (e.g., consider access purpose, cost, effects on the body).
HE.5.3.03	identify characteristics of valid health information products and services.
HE.5.3.04	locate resources from home, school and community that provide valid health information.

(HE.S.4)	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk.			
Performance Descriptors HE.S.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students	Fifth grade students	Fifth grade students	Fifth grade students	Fifth grade students

performing at the distinguished level will research and analyze : interpersonal communication skills; positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations; refusal skills to avoid risky behaviors; assertive strategy methods when asking for help in an emergency.	performing at the above mastery level will explain and give examples of: interpersonal communication skills; positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations; refusal skills to avoid risky behaviors; assertive strategy methods when asking for help in an emergency.	performing at the mastery level will: identify interpersonal communication skills; use positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations; apply refusal skills to avoid risky behaviors; incorporate assertive strategy methods when asking for help in an emergency.	performing at the partial mastery level will with practice: identify interpersonal communication skills; use positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations; apply refusal skills to avoid risky behaviors; incorporate assertive strategy methods when asking for help in an emergency.	performing at the novice level will with guidance and assistance: identify interpersonal communication skills; use positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations; apply refusal skills to avoid risky behaviors; incorporate assertive strategy methods when asking for help in an emergency.
HE.5.4.01 identify effective verbal and non-verbal communication skills (e.g., body language, restating, listening).				
HE.5.4.02 use positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations.				
HE.5.4.03 apply refusal skills to avoid risky behaviors.				
HE.5.4.04 incorporate assertive strategy methods when asking for help in an emergency.				

(HE.S.5) Students will demonstrate the ability to use decision-making skills to enhance health.				
Performance Descriptors HE.S.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students performing at the distinguished level will analyze and explain: health-related situations that require thoughtful decisions; when to ask for assistance; healthy options to solving health-related issues or problems; the potential outcomes of healthy options to health-related issues in making health-related decisions.	Fifth grade students performing at the above mastery level will give examples of: health-related situations that require thoughtful decisions; when to ask for assistance; healthy options to solving health-related issues or problems; the potential outcomes of healthy options to health-related issues in making health-related decisions.	Fifth grade students performing at the mastery level will: identify health-related situations that require thoughtful decisions; know when to ask for assistance; list healthy options to solving health-related issues or problems; predict the potential outcomes of healthy options to health-related issues in making health-related decisions.	Fifth grade students performing at the partial mastery level will with practice: identify health-related situations that require thoughtful decisions; know when to ask for assistance; list healthy options to solving health-related issues or problems; predict the potential outcomes of healthy options to health-related issues in making health-related decisions.	Fifth grade students performing at the novice level will with guidance and assistance: identify health-related situations that require thoughtful decisions; know when to ask for assistance; list healthy options to solving health-related issues or problems; predict the potential outcomes of healthy options to health-related issues in making health-related decisions.

HE.5.5.01	identify health-related situations that require thoughtful decisions (e.g., drinking, smoking, weight control).
HE.5.5.02	know when to ask for assistance (e.g., illness, depression, legal problems).
HE.5.5.03	list healthy options to solving health-related issues or problems.
HE.5.5.04	predict the potential outcomes in making health-related decisions.

(HE.S.6)	Students will demonstrate the ability to use goal-setting skills to enhance health.			
Performance Descriptors HE.S.6				
Distinguished				
Fifth grade students performing at the distinguished level will research and develop: a disease prevention plan; strategies to change an unhealthy behavior; a personal health goal and track progress toward its achievement; resources to assist in achieving a personal health goal.	Above Mastery Fifth grade students performing at the above mastery level will describe and explain: a disease prevention plan; strategies to change an unhealthy behavior; a personal health goal and track progress toward its achievement; resources to assist in achieving a personal health goal.	Mastery Fifth grade students performing at the mastery level will: describe a disease prevention plan; identify strategies to change an unhealthy behavior; set a personal health goal and track progress toward its achievement; identify resources to assist in achieving a personal health goal.	Partial Mastery Fifth grade students performing at the partial mastery level will with practice: describe a disease prevention plan; identify strategies to change an unhealthy behavior; set a personal health goal and track progress toward its achievement; identify resources to assist in achieving a personal health goal.	Novice Fifth grade students performing at the novice level will with guidance and assistance: describe a disease prevention plan; identify strategies to change an unhealthy behavior; set a personal health goal and track progress toward its achievement; identify resources to assist in achieving a personal health goal.

HE.5.6.01	describe disease prevention plans (e.g., diet, exercise, hygiene, habits).
HE.5.6.02	identify strategies to change an unhealthy behavior (e.g., smoking, overeating, nail biting).
HE.5.6.03	set a personal health goal and track progress toward its achievement.
HE.5.6.04	identify resources to assist in achieving a personal health goal.

(HE.S.7)	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
Performance Descriptors HE.S.7				
Distinguished				
Fifth grade students performing at the distinguished level will research and analyze:	Above Mastery Fifth grade students performing at the above mastery level will describe and explore: safe and risky	Mastery Fifth grade students performing at the mastery level will: distinguish between safe and risky or	Partial Mastery Fifth grade students performing at the partial mastery level will with practice: distinguish	Novice Fifth grade students performing at the novice level will with guidance and assistance: distinguish

between safe and risky or harmful behaviors in relationships and list strategies; hygiene practices related to puberty and diet practices for improved personal/family health; techniques for managing stress; the nutritional value of foods when making personal food choices; the nutritional value of foods when making personal food choices; a variety of behaviors that help to avoid or reduce health risks.	or harmful behaviors in relationships and list strategies; hygiene practices related to puberty and diet practices for improved personal/family health; techniques for managing stress; the nutritional value of foods when making personal food choices; the nutritional value of foods when making personal food choices; a variety of behaviors that help to avoid or reduce health risks.	harmful behaviors in relationships and list strategies; identify hygiene practices related to puberty and diet practices for improved personal/family health; apply techniques for managing stress; compare and contrast the nutritional value of foods when making personal food choices; compare and contrast the nutritional value of foods when making personal food choices; demonstrate a variety of behaviors that help to avoid or reduce health risks.	between safe and risky or harmful behaviors in relationships and list strategies; identify hygiene practices related to puberty and diet practices for improved personal/family health; apply techniques for managing stress; compare and contrast the nutritional value of foods when making personal food choices; compare and contrast the nutritional value of foods when making personal food choices; demonstrate a variety of behaviors that help to avoid or reduce health risks.	between safe and risky or harmful behaviors in relationships and list strategies; identify hygiene practices related to puberty and diet practices for improved personal/family health; apply techniques for managing stress; compare and contrast the nutritional value of foods when making personal food choices; compare and contrast the nutritional value of foods when making personal food choices; demonstrate a variety of behaviors that help to avoid or reduce health risks.
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HE.5.7.01	distinguish between safe and risky or harmful behaviors in relationships and list strategies (e.g., anger management, peer pressure reversal, self-protective strategies) to reduce threatening situations.			
HE.5.7.02	identify hygiene practices related to puberty and diet practices for improved personal/family health.			
HE.5.7.03	apply techniques for managing stress.			
HE.5.7.04	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).			
HE.5.7.05	demonstrate a variety of behaviors that help to avoid or reduce health risks.			

(HE.S.8) Students will demonstrate the ability to advocate for personal, family, and community health.				
Performance Descriptors HE.S.8				
Distinguished		Mastery		Novice
Fifth grade students performing at the distinguished level will research and explain: personal vaccination and disease records; family menus that meet dietary guidelines and encourage	Above Mastery Fifth grade students performing at the above mastery level will describe and analyze: personal vaccination and disease records; family menus that meet dietary guidelines and encourage family members	Mastery Fifth grade students performing at the mastery level will: compile a list of personal vaccination and disease records; propose family menus that meet dietary guidelines and encourage family members	Partial Mastery Fifth grade students performing at the partial mastery level will with practice: compile a list of personal vaccination and disease records; propose family menus that meet dietary guidelines and	Novice Fifth grade students performing at the novice level will with guidance and assistance: compile a list of personal vaccination and disease records; propose family menus that meet dietary guidelines and

<p>family members to make positive health choices; a convincing argument that nutritional value of foods should be a factor when making personal food choices; roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.</p>	<p>to make positive health choices; a convincing argument that nutritional value of foods should be a factor when making personal food choices; roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.</p>	<p>to make positive health choices; generate a convincing argument that nutritional value of foods should be a factor when making personal food choices; discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.</p>	<p>encourage family members to make positive health choices; generate a convincing argument that nutritional value of foods should be a factor when making personal food choices; discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.</p>	<p>encourage family members to make positive health choices; generate a convincing argument that nutritional value of foods should be a factor when making personal food choices; discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.</p>
<p>HE.5.8.01</p>	<p>compile a list of personal vaccination and disease records.</p>			
<p>HE.5.8.02</p>	<p>propose family menus that meet dietary guidelines and encourage family members to make positive health choices.</p>			
<p>HE.5.8.03</p>	<p>generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).</p>			
<p>HE.5.8.04</p>	<p>discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.</p>			

Sixth Grade Health Content Standards and Objectives

The sixth grade health objectives address important social, emotional and physical changes young adolescents experience. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). Students critically examine concepts related to personal health and wellness, injury prevention and tobacco use and recognize the impact of positive health decisions on personal goal attainment. Students improve social skills, discuss the impact of peer pressure and distinguish between positive and negative influences in relationships. Students demonstrate ability to plan physical activity and nutrition that promotes good health and recognizes their relationship to body image and weight maintenance. Teaching strategies should provide students with opportunities to work in small groups and express individual opinions. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with West Virginia Code §18-2-9, the West Virginia Department of Education shall provide a standardized health education assessment to be administered in sixth grade health education classes in order to measure student health knowledge and program effectiveness.

(H.E.S.1) Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Performance Descriptors H.E.S.1	
Distinguished	Above Mastery
Sixth grade students at the distinguished level will analyze and evaluate the food pyramid using MyPyramid.gov; the negative effects of alcohol, drugs, and tobacco; strategies for the prevention of injuries, communicable diseases, and other health problems; the functions of the major parts of the nervous system; how family history and hereditary factors impact personal health; the steps for breathing emergencies and	Sixth grade students at the above mastery level will investigate and explain: the food pyramid using MyPyramid.gov; the negative effects of alcohol, drugs, and tobacco; strategies for the prevention of injuries, communicable diseases, and other health problems; the functions of the major parts of the nervous system; how family history and hereditary factors impact personal health; the steps for breathing emergencies and
	Mastery
	Sixth grade students at the mastery level will: investigate the food pyramid using MyPyramid.gov; list the negative effects of alcohol, drugs, and tobacco; discuss and examine strategies for the prevention of injuries, communicable diseases, and other health problems; identify and describe the functions of the major parts of the nervous system; describe how family history and hereditary factors impact personal health; list the steps for
	Partial Mastery
	Sixth grade students performing at the partial mastery level will with practice: investigate the food pyramid using MyPyramid.gov; list the negative effects of alcohol, drugs, and tobacco; discuss and examine strategies for the prevention of injuries, communicable diseases, and other health problems; identify and describe the functions of the major parts of the nervous system; describe how family history and hereditary factors
	Novice
	Sixth grade students performing at the novice level will with guidance and assistance: investigate the food pyramid using MyPyramid.gov; list the negative effects of alcohol, drugs, and tobacco; discuss and examine strategies for the prevention of injuries, communicable diseases, and other health problems; identify and describe the functions of the major parts of the nervous system; describe how family history and hereditary factors

basic first aid; the inter-relationship of emotional, intellectual, physical, social, and spiritual health in adolescence.	basic first aid; the inter-relationship of emotional, intellectual, physical, social, and spiritual health in adolescence.	breathing emergencies and basic first aid; discuss the inter-relationship of emotional, intellectual, physical, and spiritual health in adolescence.	impact personal health; list the steps for breathing emergencies and basic first aid; discuss the inter-relationship of emotional, intellectual, physical, social, and spiritual health in adolescence.
HE.6.1.01 investigate the food pyramid (i.e., include number and size of servings, basic daily nutrients needed for an adolescent) using MyPyramid.gov.			
HE.6.1.02 list the negative effects of alcohol, drugs, and tobacco.			
HE.6.1.03 discuss and examine strategies for the prevention of injuries (e.g., fractures, laceration, head trauma), communicable diseases (STD's, HIV, and AIDS), and other health problems.			
HE.6.1.04 identify and describe the functions of the major parts of the nervous system.			
HE.6.1.05 describe how family history and hereditary factors impact personal health.			
HE.6.1.06 list the steps for breathing emergencies and basic first aid.			
HE.6.1.07 discuss the inter-relationship of emotional, intellectual, physical, social, and spiritual health in adolescence.			

(HE.S.2) Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Performance Descriptors HE.S.2

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students performing at the distinguished level will analyze and illustrate: how messages from the media influence health behaviors; the influence that advertisers have on consumer choices; how families influence the health of adolescents; the influence of personal values, beliefs and culture on health practices and behaviors; how peers,	Sixth grade students performing at the above mastery level will analyze messages from the media influence health behaviors; the influence that advertisers have on consumer choices; how families influence the health of adolescents; the influence of personal values, beliefs and culture on health practices and behaviors; how peers,	Sixth grade students performing at the mastery level will: analyze how messages from the media influence health behaviors; analyze the influence that advertisers have on consumer choices; examine how families influence the health of adolescents; describe the influence of personal values, beliefs and culture on health practices and behaviors; describe how peers, school, and	Sixth grade students performing at the below mastery level will, with assistance: analyze how messages from the media influence health behaviors; analyze the influence that advertisers have on consumer choices; examine how families influence the health of adolescents; describe the influence of personal values, beliefs and culture on health practices and behaviors; describe	Sixth grade students performing at the novice level will, with teacher guidance: analyze how messages from the media influence health behaviors; analyze the influence that advertisers have on consumer choices; examine how families influence the health of adolescents; describe the influence of personal values, beliefs and culture on health practices and behaviors; describe

school, and community can impact personal health practices and behaviors; how technology has advanced health promotion and disease prevention.	school, and community can impact personal health practices and behaviors; how technology has advanced health promotion and disease prevention.	community can impact personal health practices and behaviors; explain how technology has advanced health promotion and disease prevention.	how peers, school, and community can impact personal health practices and behaviors; explain how technology has advanced health promotion and disease prevention.
HE.6.2.01 analyze how messages from the media influence health behaviors (e.g., appearance, fads, habits).			
HE.6.2.02 analyze the influence that advertisers have on consumer choices (e.g., brand names, fads).			
HE.6.2.03 examine how families influence the health of adolescents (e.g., family time, meal preparation, religious practices, weight control).			
HE.6.2.04 describe the influence of personal values, beliefs and culture on health practices and behaviors.			
HE.6.2.05 describe how peers, school, and community can impact personal health practices and behaviors.			
HE.6.2.06 explain how technology has advanced health promotion and disease prevention (Genome Project, medicine production, surgical techniques).			

(HE.S.3) Students will demonstrate the ability to access valid information and products to enhance health.			
Performance Descriptors HE.S.3			
Distinguished	Above Mastery	Mastery	Partial Mastery
Sixth grade students performing at the distinguished level will analyze and evaluate: the validity of health information, products and services; how to access valid health information from home, school, and community; how to locate products that enhance and improve health; situations that may require professional health services; personal and hereditary information needed to determine preventive medical care.	Sixth grade students performing at the above mastery level will compare and analyze: the validity of health information, products and services; how to access valid health information from home, school, and community; how to locate products that enhance and improve health; situations that may require professional health services; personal and hereditary information needed to determine preventive medical care.	Sixth grade students performing at the mastery level will: analyze the validity of health information, products and services; demonstrate how to access valid health information from home, school, and community; list and locate products that enhance and improve health; describe situations that may require professional health services; research personal and hereditary information needed to determine preventive medical care.	Sixth grade students performing at the novice level will with guidance and assistance: analyze the validity of health information, products and services; demonstrate how to access valid health information from home, school, and community; list and locate products that enhance and improve health; describe situations that may require professional health services; research personal and hereditary information needed to determine preventive medical care.

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

(HE.S.4) Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk.				
Performance Descriptors HE.S.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students performing at the distinguished level will: demonstrate and assess: effective communication skills to enhance health; a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations; refusal and negotiation skills to avoid or reduce risks; the value of assertive strategies when asking for help in an emergency; communication skills to build and maintain healthy relationships.	Sixth grade students performing at the above mastery level will demonstrate and explain: effective communication skills to enhance health; a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations; refusal and negotiation skills to avoid or reduce risks; the value of assertive strategies when asking for help in an emergency; communication skills to build and maintain healthy relationships.	Sixth grade students performing at the mastery level will: perform effective communication skills to enhance health; demonstrate a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations; demonstrate refusal and negotiation skills to avoid or reduce risks; demonstrate the value of assertive strategies when asking for help in an emergency; exhibit communication skills to build and maintain healthy relationships.	Sixth grade students performing at the partial mastery level will with encouragement: perform effective communication skills to enhance health; demonstrate a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations; demonstrate refusal and negotiation skills to avoid or reduce risks; demonstrate the value of assertive strategies when asking for help in an emergency; exhibit communication skills to build and maintain healthy relationships.	Sixth grade students performing at the novice level will with guidance and assistance: perform effective communication skills to enhance health; demonstrate a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations; demonstrate refusal and negotiation skills to avoid or reduce risks; demonstrate the value of assertive strategies when asking for help in an emergency; exhibit communication skills to build and maintain healthy relationships.
HE.6.4.01	perform effective communication skills to enhance health. (e.g., body language, restating, individual and group conversation)			
HE.6.4.02	demonstrate a variety of positive coping mechanisms/conflict resolution skills (e.g., peer mediation and non-violent strategies) to deal			

	with upset feelings and difficult situations.
HE.6.4.03	demonstrate refusal and negotiation skills to avoid or reduce risks (e.g., refusal skill steps, peer mediation, communication skills).
HE.6.4.04	demonstrate the value of assertive strategies when asking for help in an emergency (e.g. 911, police, fire, teacher).
HE.6.4.05	exhibit communication skills to build and maintain healthy relationships (e.g., friendships, parents, teachers, classmates).

(HE.S.5) Students will demonstrate the ability to use decision-making skills to enhance health.					
Performance Descriptors HE.S.6					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
	Sixth grade students performing at the distinguished level will analyze and evaluate: health-related situations that require carefully thought out decisions; healthy options to health-related issues or problems; the potential outcomes when making health-related decisions; decision-making skills that protect against communicable and non-communicable diseases; healthy to unhealthy alternatives when making decisions; the steps of the decision-making process to solve problems.	Sixth grade students performing at the above mastery level will identify and explain: health-related situations that require carefully thought out decisions; healthy options to health-related issues or problems; the potential outcomes when making health-related decisions; decision-making skills that protect against communicable and non-communicable diseases; healthy to unhealthy alternatives when making decisions; the steps of the decision-making process to solve problems.	Sixth grade students performing at the mastery level will: identify health-related situations that require carefully thought out decisions; select healthy options to health-related issues or problems; describe the potential outcomes when making health-related decisions; select decision-making skills that protect against communicable and non-communicable diseases; compare healthy to unhealthy alternatives when making decisions; list the steps of the decision-making process to solve problems.	Sixth grade students performing at the partial mastery level will with encouragement: identify health-related situations that require carefully thought out decisions; select healthy options to health-related issues or problems; describe the potential outcomes when making health-related decisions; select decision-making skills that protect against communicable and non-communicable diseases; compare healthy to unhealthy alternatives when making decisions; list the steps of the decision-making process to solve problems.	Sixth grade students performing at the novice level will with guidance and assistance: identify health-related situations that require carefully thought out decisions; select healthy options to health-related issues or problems; describe the potential outcomes when making health-related decisions; select decision-making skills that protect against communicable and non-communicable diseases; compare healthy to unhealthy alternatives when making decisions; list the steps of the decision-making process to solve problems.
HE.6.5.01	identify health-related situations that require carefully thought out decisions (i.e., weight control, nutrition, tobacco use).				
HE.6.5.02	select healthy options to health-related issues or problems (i.e. exercise, disease prevention)				
HE.6.5.03	describe the potential outcomes when making health-related decisions (obesity, alcoholism, drug dependence).				
HE.6.5.04	select decision-making skills that protect against communicable and non-communicable diseases (e.g., hand washing, covering coughs, safety, diet, exercise).				
HE.6.5.05	compare healthy to unhealthy alternatives when making decisions (e.g., apple: brownie; exercise: loaf; smoke; don't smoke).				

HE.6.5.06 list the steps of the decision-making process to solve problems.

Students will demonstrate the ability to use goal-setting skills to enhance health.				
Performance Descriptors HE.S.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students performing at the distinguished level will analyze and evaluate: personal health practices; how the goal setting process is important in designing strategies to quit risky behaviors; how to create a personal health goal and track it's progress toward achievement; how personal health goals and practices can change.	Sixth grade students performing at the above mastery level will explain: personal health practices; how the goal setting process is important in designing strategies to quit risky behaviors; how to create a personal health goal and track it's progress toward achievement; how personal health goals and practices can change.	Sixth grade students performing at the mastery level will: list personal health practices; explain how the goal setting process is important in designing strategies to quit risky behaviors; select a personal health goal and track it's progress toward achievement; describe how personal health goals and practices can change.	Sixth grade students performing at the partial mastery level will with encouragement: list personal health practices; explain how the goal setting process is important in designing strategies to quit risky behaviors; select a personal health goal and track it's progress toward achievement; describe how personal health goals and practices can change	Sixth grade students performing at the novice level will with guidance and assistance: list personal health practices; explain how the goal setting process is important in designing strategies to quit risky behaviors; select a personal health goal and track it's progress toward achievement; describe how personal health goals and practices can change

HE.6.6.01	list personal health practices (e.g., exercise, proper rest, diet, doctor/dental appointments).
HE.6.6.02	explain how the goal setting process is important in designing strategies to avoid risky behaviors (e.g. tobacco use, alcohol consumption, drug use).
HE.6.6.03	select a personal health goal and track it's progress toward achievement (e.g., nutritional goals, fitness goals).
HE.6.6.04	describe how personal health goals and practices can change (i.e., maturity, peer influences, environment).

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				
Performance Descriptors HE.S.7				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students performing at the distinguished level will analyze and evaluate: safe and risky behaviors in relationships; differences	Sixth grade students performing at the above mastery level will analyze and give examples of: safe and risky behaviors in relationships; differences	Sixth grade students performing at the mastery level will: differentiate between safe and risky behaviors in relationships; contrast the differences	Sixth grade students performing at the partial mastery level will with encouragement: differentiate between safe and risky behaviors in	Sixth grade students performing at the novice level will with guidance and assistance: differentiate between safe and risky behaviors in relationships.

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

(HE.S.7) Students will demonstrate the ability to advocate for personal, family, and community health.				
Performance Descriptors HE.S.7				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students performing at the distinguished level will analyze and evaluate how to: work cooperatively to advocate for healthy individuals, families, and schools; discuss ways that health messages and communication techniques can be altered depending on their audiences; influence others to make	Sixth grade students performing at the above mastery level will demonstrate and explain how to: work cooperatively to advocate for healthy individuals, families, and schools; discuss ways that health messages and communication techniques can be altered depending on their audiences; influence others to make	Sixth grade students performing at the mastery level will: work cooperatively to advocate for healthy individuals, families, and schools; discuss ways that health messages and communication techniques can be altered depending on their audiences; explain how to influence others to make positive health choices.	Sixth grade students performing at the partial mastery level will with encouragement: work cooperatively to advocate for healthy individuals, families, and schools; discuss ways that health messages and communication techniques can be altered depending on their audiences; explain how to influence others to	Sixth grade students performing at the novice level will with guidance and assistance: work cooperatively to advocate for healthy individuals, families, and schools; discuss ways that health messages and communication techniques can be altered depending on their audiences; explain how to influence others to

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

Seventh Grade Health Content Standards and Objectives

Skills practice, improvement and application in stress management, positive communication skills, conflict resolution, decision making and refusal skills provide the potential for guiding seventh graders through one of the most difficult developmental periods and for helping students distinguish between normal transitional behaviors that are developmentally enhancing and those behaviors that can be risky or lead to unforeseen consequences. Drug, alcohol and pregnancy prevention should focus on correcting erroneous perceptions of the prevalence and acceptability of behaviors, establishing conservative group norms and establishing or reinforcing perceived personal susceptibility to the consequences of risk-taking behavior. Students demonstrate responsible personal health choices and competence with skills for developing positive relationships. Students investigate the relationship of personal diet and physical activity to good health and disease prevention. Multiple teaching strategies and activities enhance the student's experience and perceived relevance of health education. Students learn to access and use available information and services to enhance and advocate for health. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

(H.E.S.1) Performance Descriptors HE.S.1		Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Seventh grade students performing on the distinguished level will analyze and evaluate: the six essential nutrients; determine their sources and functions; the effects of various behaviors on body systems and wellness; the anatomy and functions of the reproductive system; general symptoms and potential long-term health consequences of STDs; first aid procedures; ways to maintain and improve emotional, intellectual, physical, social, and spiritual health.	Seventh grade students performing on the above mastery level will list and explain: the six essential nutrients; determine their sources and functions; the effects of various behaviors on body systems and wellness; the anatomy and functions of the reproductive system; general symptoms and potential long-term health consequences of STDs; first aid procedures; ways to maintain and improve emotional, intellectual, physical, social, and spiritual health.	Seventh grade students performing on the mastery level will: list the six essential nutrients; determine their sources and functions; analyze the effects of various behaviors on body systems and wellness; describe the anatomy and functions of the reproductive system; identify general symptoms and potential long-term health consequences of STDs; demonstrate first aid procedures; describe ways to maintain and improve emotional, intellectual, physical, social, and	Seventh grade students performing at the partial mastery level will with encouragement: list the six essential nutrients; determine their sources and functions; analyze the effects of various behaviors on body systems and wellness; describe the anatomy and functions of the reproductive system; identify general symptoms and potential long-term health consequences of STDs; demonstrate first aid procedures; describe ways to maintain and improve emotional, intellectual,	Seventh grade students performing at the novice level will with guidance and assistance: list the six essential nutrients; determine their sources and functions; analyze the effects of various behaviors on body systems and wellness; describe the anatomy and functions of the reproductive system; identify general symptoms and potential long-term health consequences of STDs; demonstrate first aid procedures; describe ways to maintain and improve emotional, intellectual,	

	spiritual health.	physical, social, and spiritual health.	physical, social, and spiritual health.
HE.7.1.01	list the six essential nutrients; determine their sources and functions.		
HE.7.1.02	analyze the effects of risky behaviors on body systems and general wellness (e.g., substance abuse, smoking).		
HE.7.1.03	describe the anatomy and functions of the reproductive system.		
HE.7.1.04	identify general symptoms and potentially long-term health consequences of STDs.		
HE.7.1.05	demonstrate first aid procedures (e.g., CPR, control bleeding, airway obstructions, fractures).		
HE.7.1.06	describe ways to maintain and improve emotional, intellectual, physical, social, and spiritual health (e.g., wellness, positive thinking).		

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

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

(HE.S.3)	Students will demonstrate the ability to access valid health information and products and services to enhance health.			
Performance Descriptors HE.S.3	Above Mastery	Mastery	Partial Mastery	Novice
Distinguished Seventh grade students performing at the distinguished level will analyze and evaluate: the costs of health information, products and services; valid health information found in the home, school, and community; the accessibility of products that enhance health; situations that require professional and community services; personal and hereditary data to determine medical care needs; the costs of health information, products and services; myths, misinformation and stereotyping associated with health services.	Seventh grade students performing at the above mastery level will analyze and give examples of: the costs of health information, products and services; valid health information found in the home, school, and community; the accessibility of products that enhance health; situations that require professional and community services; personal and hereditary data to determine medical care needs; the costs of health information, products and services; myths, misinformation and stereotyping associated with health services.	Seventh grade students performing at the mastery level will: evaluate the costs of health information, products and services; recognize valid health information found in the home, school, and community; appraise the accessibility of products that enhance health; list situations that require professional and community services; utilize personal and hereditary data to determine medical care needs; evaluate the costs of health information, products and services; identify myths, misinformation and stereotyping associated with health services.	Seventh grade students performing at the partial mastery level will with encouragement: evaluate the costs of health information, products and services; recognize valid health information found in the home, school, and community; appraise the accessibility of products that enhance health; list situations that require professional and community services; utilize personal and hereditary data to determine medical care needs; evaluate the costs of health information, products and services; identify myths, misinformation and stereotyping associated with health services.	Seventh grade students performing at the novice level will with guidance and assistance: evaluate the costs of health information, products and services; recognize valid health information found in the home, school, and community; appraise the accessibility of products that enhance health; list situations that require professional and community services; utilize personal and hereditary data to determine medical care needs; evaluate the costs of health information, products and services; identify myths, misinformation and stereotyping associated with health services.

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

(HE.S.4)	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk.				
Performance Descriptors HE.S.4	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students performing at the distinguished level will analyze and evaluate: effective verbal and non-verbal communication skills to enhance health; how character and personality affect the perception of one's ability to communicate; a variety of positive coping mechanisms/conflict resolution skills; refusal and negotiation skills to avoid health risks; ways one can develop healthful family relationships; steps that can be taken to improve dysfunctional family relationships; the value of assertive strategies when asking for help in an emergency; communication skills to build and maintain	Seventh grade students performing at the above mastery level will analyze and give examples of: effective verbal and non-verbal communication skills to enhance health; how character and personality affect the perception of one's ability to communicate; a variety of positive coping mechanisms/conflict resolution skills; refusal and negotiation skills to avoid health risks; ways one can develop healthful family relationships; steps that can be taken to improve dysfunctional family relationships; the value of assertive strategies when asking for help in an emergency; communication skills to build and maintain	Seventh grade students performing at the mastery level will: analyze effective verbal and non-verbal communication skills to enhance health; explain how character and personality affect the perception of one's ability to communicate; demonstrate a variety of positive coping mechanisms/conflict resolution skills; give examples of refusal and negotiation skills to avoid health risks; discuss ways one can develop healthful family relationships; list steps that can be taken to improve dysfunctional family relationships; explain the value of assertive strategies when asking for help in an emergency; list communication skills to	Seventh grade students performing at the partial mastery level will with encouragement: analyze effective verbal and non-verbal communication skills to enhance health; explain how character and personality affect the perception of one's ability to communicate; demonstrate a variety of positive coping mechanisms/conflict resolution skills; give examples of refusal and negotiation skills to avoid health risks; discuss ways one can develop healthful family relationships; list steps that can be taken to improve dysfunctional family relationships; explain the value of assertive strategies when asking for help in an emergency; list	Seventh grade students performing at the novice level will with guidance and assistance: analyze effective verbal and non-verbal communication skills to enhance health; explain how character and personality affect the perception of one's ability to communicate; demonstrate a variety of positive coping mechanisms/conflict resolution skills; give examples of refusal and negotiation skills to avoid health risks; discuss ways one can develop healthful family relationships; list steps that can be taken to improve dysfunctional family relationships; explain the value of assertive strategies when asking for help in an emergency; list	

healthy relationships.	healthy relationships.	build and maintain healthy relationships.	communication skills to build and maintain healthy relationships.	communication skills to build and maintain healthy relationships.
HE.7.4.01	analyze effective verbal and non-verbal communication skills to enhance health (e.g., body language, restating, individual/group conversation).			
HE.7.4.02	explain how character and personality affect the perception of one's ability to communicate (e.g., confident = aggressive; shy = passive).			
HE.7.4.03	demonstrate a variety of positive coping mechanisms/conflict resolution skills (e.g., peer mediation, on-violent strategies to deal with upset feelings and difficult situations).			
HE.7.4.04	give examples of refusal and negotiation skills to avoid health risks (e.g., say no, avoid risks, give excuses).			
HE.7.4.05	discuss ways one can develop healthful family relationships (e.g., share with siblings, chores, spend time together).			
HE.7.4.06	list steps that can be taken to improve dysfunctional family relationships (e.g., Alanon, counselor, trusted adults, try to get along).			
HE.7.4.07	demonstrate how to call for help in an emergency. (e.g., 911, teacher, neighbor).			
HE.7.4.08	list communication skills to build and maintain healthy relationships (e.g., listening, body language, patience)			

(HE.S.5)	Students will demonstrate the ability to use decision-making skills to enhance health.			
Performance Descriptors HE.S.5	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students performing at the distinguished level will analyze and evaluate: the USDA Dietary Guidelines and Food Pyramid in meal planning; the consequences of poor nutritional choices for self and others; situations and practice skills requiring decisions with alcohol, tobacco and other drugs; the steps of a decision-making process to solve a problem; healthy and unhealthy alternatives when making decisions.	Seventh grade students performing at the above mastery level will analyze and give examples of: the USDA Dietary Guidelines and Food Pyramid in meal planning; the consequences of poor nutritional choices for self and others; situations and practice skills requiring decisions with alcohol, tobacco and other drugs; the steps of a decision-making process to solve a problem; healthy and unhealthy alternatives when making decisions.	Seventh grade students performing at the mastery level will: apply the USDA Dietary Guidelines and Food Pyramid in meal planning; discuss the consequences of poor nutritional choices for self and others; illustrate situations and practice skills requiring decisions with alcohol, tobacco and other drugs; apply the steps of a decision-making process to solve a problem; differentiate between healthy and unhealthy	Seventh grade students performing at the partial mastery level will with encouragement: apply the USDA Dietary Guidelines and Food Pyramid in meal planning; discuss the consequences of poor nutritional choices for self and others; illustrate situations and practice skills requiring decisions with alcohol, tobacco and other drugs; apply the steps of a decision-making process to solve a problem; differentiate between	Seventh grade students performing at the novice level will with guidance and assistance: apply the USDA Dietary Guidelines and Food Pyramid in meal planning; discuss the consequences of poor nutritional choices for self and others; illustrate situations and practice skills requiring decisions with alcohol, tobacco and other drugs; apply the steps of a decision-making process to solve a problem; differentiate between

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

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

HE.7.6.01	develop personal health practices (e.g., diet, exercise, sleep, relationships, drug-free).		
HE.7.6.02	explain how the goal setting process is important when planning future events (e.g., college, marriage, job).		
HE.7.6.03	create and develop a personal health goal.		
HE.7.6.04	discuss how time may change personal health goals. (e.g., change of schools, getting older, new interests, family alteration)		

(HE.S.7)	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Performance Descriptors HE.S.7			
	Distinguished	Above Mastery	Novice
Seventh grade students performing at the distinguished level will: analyze and evaluate: personal health practices; how the goal setting process is important when planning future events; create and develop a personal health goal; discuss how time may change personal health goals.	Seventh grade students performing at the mastery level will: develop personal health practices; explain how the goal setting process is important when planning future events; create and develop a personal health goal; discuss how time may change personal health goals.	Seventh grade students performing at the partial mastery level will with encouragement: develop personal health practices; explain how the goal setting process is important when planning future events; create and develop a personal health goal; discuss how time may change personal health goals.	Seventh grade students performing at the novice level will with guidance and assistance: develop personal health practices; explain how the goal setting process is important when planning future events; create and develop a personal health goal; discuss how time may change personal health goals.

Seventh grade students performing at the distinguished level will analyze and evaluate: safe and risky or harmful behaviors in relationships; the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; protective behaviors used to avoid and reduce threatening situations; signs of and strategies to reduce stress, anxiety and depression; good health practices to improve personal and family health.	Seventh grade students performing at the above mastery level will analyze and give examples of: safe and risky or harmful behaviors in relationships; the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; protective behaviors used to avoid and reduce threatening situations; signs of and strategies to reduce stress, anxiety and depression; good health practices to improve personal and family health.	Seventh grade students performing at the mastery level will: distinguish between safe and risky or harmful behaviors in relationships; analyze the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; dramatize protective behaviors used to avoid and reduce threatening situations; identify signs of stress, anxiety and depression; establish good health practices to improve personal and family health.	Seventh grade students performing at the partial mastery level will with encouragement: distinguish between safe and risky or harmful behaviors in relationships; analyze the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; dramatize protective behaviors used to avoid and reduce threatening situations; identify signs of stress, anxiety and depression; establish good health practices to improve personal and family health.	Seventh grade students performing at the novice level will with guidance and assistance: distinguish between safe and risky or harmful behaviors in relationships; analyze the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; dramatize protective behaviors used to avoid and reduce threatening situations; identify signs of stress, anxiety and depression; establish good health practices to improve personal and family health.
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HE.7.7.01	Discuss risky or harmful behaviors that may occur in relationships (e.g., abuse, date rape, sexual activity).
HE.7.7.02	analyze the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs (e.g., abstinence, birth control, disease control).
HE.7.7.03	dramatize protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment).
HE.7.7.04	identify strategies to reduce stress, anxiety and depression.
HE.7.7.05	establish good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation).

(H.E.S.8) Students will demonstrate the ability to advocate for personal, family, and community health.

Performance Descriptors H.E.S.8

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students performing at the distinguished level will analyze and evaluate how to: work cooperatively with their family to advocate for healthy lifestyles; examine	Seventh grade students performing at the above mastery level will explain how to: work cooperatively with their family to advocate for healthy lifestyles; examine methods to alter	Seventh grade students performing at the mastery level will: work cooperatively with their family to advocate for healthy lifestyles; examine methods to alter health messages and	Seventh grade students performing at the partial mastery level will with encouragement: work cooperatively with their family to advocate for healthy lifestyles; examine	Seventh grade students performing at the novice level will with guidance and assistance: work cooperatively with their family to advocate for healthy lifestyles; examine

methods to alter health messages and communication techniques for different audiences; influence others to make positive health choices.	health messages and communication techniques for different audiences; influence others to make positive health choices.	communication techniques for different audiences; demonstrate how to influence others to make positive health choices.	methods to alter health messages and communication techniques for different audiences; demonstrate how to influence others to make positive health choices.	methods to alter health messages and communication techniques for different audiences; demonstrate how to influence others to make positive health choices.
HE.7.8.01	advocate to their family to work cooperatively for healthy lifestyles (e.g., exercise together, diet plans, food preparation, spend time together).			
HE.7.8.02	examine methods how communication techniques are altered for different audiences.			
HE.7.8.03	explain why making positive health choices will influence others.			

Eighth Grade Health Content Standards and Objectives

The eighth grade health education objectives provide opportunities for students to practice using decision making, communication skills and goal setting in role-played or simulated situations that outline the importance of taking responsibility for individual actions. Consequences of poor decisions are examined closely in relationship to a variety of important risks and strategies to enhance personal health and wellness. Students examine violence prevention and develop strategies to promote safety among themselves and others. Discussion of the negative consequences of drug, alcohol, and tobacco use and sexual activity are important components of the eighth grade health education curriculum. Multiple teaching strategies and activities enhance the student's experience and perceived relevance of health education. Students learn to access, use, critically evaluate and apply health information and services. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with West Virginia Code §18-2-9, the West Virginia Department of Education shall provide a standardized health education assessment to be administered in eighth grade health education classes in order to measure student health knowledge and program effectiveness.

(HE.S.1)		Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Performance Descriptors HE.S.1		Performance Descriptors HE.S.1			
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Eighth grade students performing at the distinguished level will analyze and evaluate: sound nutritional principles to healthy food choices; the effects of risky behaviors on body systems and wellness; the functions of the bodies systems; the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases; first aid procedures; the components of wellness.	Eighth grade students performing at the above mastery level will analyze and give examples of: sound nutritional principles to healthy food choices; the effects of risky behaviors on body systems and wellness; the functions of the bodies systems; the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases; first aid procedures; the components of wellness.	Eighth grade students performing at the mastery level will: apply sound nutritional principles to healthy food choices; analyze the effects of risky behaviors on body systems and wellness; label and explain the functions of the bodies systems; determine the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases; demonstrate first aid procedures; list and explain the components of	Eighth grade students performing at the partial mastery level will with encouragement: apply sound nutritional principles to healthy food choices; analyze the effects of risky behaviors on body systems and wellness; label and explain the functions of the bodies systems; determine the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases; demonstrate first aid procedures; list and explain	Eighth grade students performing at the novice level will with guidance and assistance: apply sound nutritional principles to healthy food choices; analyze the effects of risky behaviors on body systems and wellness; label and explain the functions of the bodies systems; determine the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases; demonstrate first aid procedures; list and explain	

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

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

HE.8.2.01	distinguish how culture influences decision on health behaviors (e.g., nutrition, hygiene, relationships, medical, drug use).
HE.8.2.02	debate how the use of technology can help and hurt our health (e.g., video games, medical advances)
HE.8.2.03	describe how bullying can negatively affect one's life (low esteem, antisocial behavior).
HE.8.2.04	defend the importance of respecting individual differences.
HE.8.2.05	critique methods of advertising focused on health information, products and services.
HE.8.2.06	examine the influence advertisers have on consumer choices (e.g., brand names, medicines, alcohol use).
HE.8.2.07	explain why peers, schools, and communities impact personal health practices and behaviors.

(HE.S.3) Students will demonstrate the ability to access valid information and products and services to enhance health.

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

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

HE.8.3.06 research myths, misinformation and stereotyping associated with health services (e.g., quackery, medical fraud)

Students will demonstrate the ability to use interpersonal communication skills to enhance health.				
Performance Descriptors HE.S.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Eighth grade students performing at the distinguished level will rationalize, explain and demonstrate: ways to exhibit care, consideration and respect for self and others; how personality affects one's ability to communicate; a variety of positive coping mechanisms/conflict resolution skills; various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors; ways one can develop healthful family relationships; adjustments that can be made if family changes occur; communication skills necessary for healthy relationships.</p>	<p>Eighth grade students performing at the above mastery level will explain and demonstrate: ways to exhibit care, consideration and respect for self and others; how personality affects one's ability to communicate; a variety of positive coping mechanisms/conflict resolution skills; various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors; ways one can develop healthful family relationships; adjustments that can be made if family changes occur; communication skills necessary for healthy relationships.</p>	<p>Eighth grade students performing at the mastery level will: demonstrate ways to exhibit care, consideration and respect for self and others; analyze how personality affects one's ability to communicate; develop a variety of positive coping mechanisms/conflict resolution skills; compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors; plan ways to develop healthful family relationships; discuss adjustments that can be made if family changes occur; practice communication skills necessary for healthy relationships.</p>	<p>Eighth grade students performing at the partial mastery level will with encouragement: demonstrate ways to exhibit care, consideration and respect for self and others; analyze how personality affects one's ability to communicate; develop a variety of positive coping mechanisms/conflict resolution skills; compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors; plan ways to develop healthful family relationships; discuss adjustments that can be made if family changes occur; practice communication skills necessary for healthy relationships.</p>	<p>Eighth grade students performing at the novice level will with guidance and assistance: demonstrate ways to exhibit care, consideration and respect for self and others; analyze how personality affects one's ability to communicate; develop a variety of positive coping mechanisms/conflict resolution skills; compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors; plan ways to develop healthful family relationships; discuss adjustments that can be made if family changes occur; practice communication skills necessary for healthy relationships.</p>
HE.8.4.01	demonstrate ways to exhibit care, consideration and respect for self and others (e.g., peer mediation, conflict resolution).			
HE.8.4.02	analyze how personality affects one's ability to communicate (e.g., confident = aggressive; shy = passive).			
HE.8.4.03	develop a variety of positive coping mechanisms/conflict resolution skills (e.g., negotiation, peer mediation, non-violent strategies).			
HE.8.4.04	compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors (e.g., pregnancy, drunk driving, STDs, dating violence, harassment, ATOD).			
HE.8.4.05	plan ways one can develop healthful family relationships.			

HE.8.4.06	discuss adjustments (e.g., role change, finances) that can be made if family changes occur (e.g. divorce, death, job loss, fire, disease, natural disasters).
HE.8.4.07	practice communication skills necessary for healthy relationships (e.g., courtesy, manners, respect).

Performance Descriptors HE.S.5				
Students will demonstrate the ability to use decision-making skills to enhance health.				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Eighth grade students performing at the distinguished level will analyze and evaluate health-related situations that require thoughtful decisions; healthy practices to health-related issues; the potential outcomes when making a health-related decision; decision-making skills needed to protect against communicable and non-communicable diseases; healthy to unhealthy options when making decisions; the steps of a decision-making process to solve problems.</p>	<p>Eighth grade students performing at the above mastery level will analyze and give examples of health-related situations that require thoughtful decisions; healthy practices to health-related issues; the potential outcomes when making a health-related decision; decision-making skills needed to protect against communicable and non-communicable diseases; healthy to unhealthy options when making decisions; the steps of a decision-making process to solve problems.</p>	<p>Eighth grade students performing at the mastery level will: evaluate health-related situations that require thoughtful decisions; develop healthy practices to health-related issues; predict the potential outcomes when making a health-related decision; develop decision-making skills needed to protect against communicable and non-communicable diseases; compare and contrast healthy to unhealthy options when making decisions; apply the steps of a decision-making process to solve problems.</p>	<p>Eighth grade students performing at the partial mastery level will, with encouragement: evaluate health-related situations that require thoughtful decisions; develop healthy practices to health-related issues; predict the potential outcomes when making a health-related decision; develop decision-making skills needed to protect against communicable and non-communicable diseases; compare and contrast healthy to unhealthy options when making decisions; apply the steps of a decision-making process to solve problems.</p>	<p>Eighth grade students performing at the novice level will, with guidance and assistance: evaluate health-related situations that require thoughtful decisions; develop healthy practices to health-related issues; predict the potential outcomes when making a health-related decision; develop decision-making skills needed to protect against communicable and non-communicable diseases; compare and contrast healthy to unhealthy options when making decisions; apply the steps of a decision-making process to solve problems.</p>
HE.8.5.01	evaluate health-related situations that require thoughtful decisions (e.g., when to call 911, unsafe behaviors).			
HE.8.5.02	develop healthy practices to health-related issues (e.g., nutrition, weight control, exercise).			
HE.8.5.03	predict the potential outcomes when making a health-related decision (e.g., seatbelts, ATOD use, nutrition).			
HE.8.5.04	develop decision-making skills needed to protect against communicable and non-communicable diseases.			
HE.8.5.05	compare and contrast healthy to unhealthy options when making decisions.			
HE.8.5.06	apply the steps of a decision-making process to solve problems (i.e., decision-making steps).			

(HE.S.6) Students will demonstrate the ability to use goal-setting skills to enhance health.				
Performance Descriptors HE.S.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students performing at the distinguished level will analyze and evaluate: personal health practices; how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors; a personal health goal and also track progress toward its achievement; how personal health goals and practices can vary as priorities change.	Eighth grade students performing at the above mastery level will analyze and give examples of: personal health practices; how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors; a personal health goal and also track progress toward its achievement; how personal health goals and practices can vary as priorities change.	Eighth grade students performing at the mastery level will: assess personal health practices; compare and contrast how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors; design a personal health goal and track progress toward its achievement; determine how personal health goals and practices can vary as priorities change.	Eighth grade students performing at the partial mastery level will with encouragement: assess personal health practices; compare and contrast how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors; design a personal health goal and track progress toward its achievement; determine how personal health goals and practices can vary as priorities change.	Eighth grade students performing at the novice level will with guidance and assistance: assess personal health practices; compare and contrast how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors; design a personal health goal and track progress toward its achievement; determine how personal health goals and practices can vary as priorities change.
HE.8.6.01	assess personal health practices (e.g., safety, diet, exercise, sleep, ATOD).			
HE.8.6.02	compare and contrast how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors.			
HE.8.6.03	design a personal health goal and track progress toward its achievement (e.g., exercise, weight control, dental care).			
HE.8.6.04	determine how personal health goals and practices can vary as priorities change. (e.g., family illness, death of close friend, personal tragedy, maturity)			

(HE.S.7) Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.				
Performance Descriptors HE.S.7				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students at the distinguished level will: analyze and evaluate: safe	Eighth grade students at the above mastery level will analyze and give examples	Eighth grade students at the mastery level will: distinguish between safe	Eighth grade students performing at the partial mastery level will with	Eighth grade students performing at the novice level will with guidance and

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

(HE.S.8) Students will demonstrate the ability to advocate for personal, family, and community health.				
Performance Descriptors HE.S.8				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students performing at the distinguished level will analyze and evaluate:	Eighth grade students performing at the above mastery level will give examples of: working	Eighth grade students performing at the mastery level will: work cooperatively to advocate for healthy	Eighth grade students performing at the partial mastery level will with encouragement: work	Eighth grade students performing at the novice level will with guidance and assistance: work

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

High School Health Content Standards and Objectives

This program of study builds on the foundation established in the K-8 health education curriculum and prepares students to become wise health care consumers and responsible, productive citizens. The relationships among personal, community and world health and economic, cultural, sociological, biological, and environmental factors are examined in interdisciplinary discussions, debates, and class projects. Students examine personal health choices and the connection to the world of work and assumption of adult roles. In-depth analysis of current health issues and concepts coupled with school-wide opportunities that promote and reinforce the importance of good health and positive health choices need to be coordinated to have the greatest impact on adolescent behavior. Instruction continues to focus on prevention of all risk behaviors, however, instruction must also emphasize limiting the negative consequences of high-risk behavior and promote values and norms that are age-appropriate and realistic. Students should have a personal perception of risk, the ability to recognize and resist social pressures and the skills to build positive social relationships. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with West Virginia Code §18-2-9, the West Virginia Department of Education shall provide a standardized health education assessment to be administered in high school health education classes in order to measure student health knowledge and program effectiveness.

(HE.S.1) Performance Descriptors HE.S.1		Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
High school students performing at the distinguished level will: apply and evaluate the components of total wellness; explore positive and potentially negative effects of environmental health issues; explain the causes of and the prevention skills for communicable and non-communicable diseases; self-assess one's family history impact on personal	High school students performing at the above mastery level will: compare and contrast the components of total wellness; identify and discriminate between positive and potentially negative effects of environmental health issues; differentiate between the causes of and the prevention skills for communicable and non-communicable diseases;	High school students performing at the mastery level will: list the components of total wellness; identify positive and potentially negative effects of environmental health issues; recognize the causes of and the prevention skills for communicable and non-communicable diseases; recognize how family history impacts personal health; and list public health and	High school students performing at the partial mastery level will with encouragement: list the components of total wellness; identify positive and potentially negative effects of environmental health issues; recognize the causes of and the prevention skills for communicable and non-communicable diseases; relate how family history impacts personal health;	High school students performing at the novice level will with guidance and assistance: list the components of total wellness; identify positive and potentially negative effects of environmental health issues; recognize the causes of and the prevention skills for communicable and non-communicable diseases; describe how family history impacts personal health;	

health, and illustrate how public health and social policies, along with government regulations, influence healthy lifestyles.	analyze how family history impacts personal health; and explain how public health and social policies, along with government regulations, influence healthy lifestyles.	social policies that influence healthy lifestyles.	and list public health and social policies that influence healthy lifestyles.	and list public health and social policies that influence healthy lifestyles.
HE.HS.1.01	compare and contrast the components of total wellness (i.e., social, physical, mental, emotional, spiritual).			
HE.HS.1.02	differentiate between the positive and potentially negative effects of local and global environmental health problems (e.g., pollution air, land, water, noise, exposure to sun, pesticides, food production).			
HE.HS.1.03	analyze and interpret how public health and social policies, along with government regulations (e.g., local, state, federal, world health organizations), influence health promotion and disease prevention.			
HE.HS.1.04	differentiate between the causes of communicable (e.g., STDs, HIV/AIDS, bacterial/viral infections) and noncommunicable (e.g., heredity, lifestyle, environment) diseases.			
HE.HS.1.05	identify and apply skills to prevent communicable (e.g., STDs, HIV/AIDS, bacterial/viral infections) and noncommunicable (e.g., heredity, lifestyle, environment) diseases.			
HE.HS.1.06	analyze how genetics and family history can impact personal health (e.g., DNA, genetic diseases, genetic counseling).			

(HE.S.2) Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Performance Descriptors HE.S.2

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
High school students performing at the distinguished level will: compare and contrast the influences of culture on health behaviors; evaluate the motives/causes of media impact on health behaviors; compare and contrast the positive and negative impacts of technology; and evaluate how peers influence healthy and unhealthy behaviors.	High school students performing at the above mastery level will: analyze the influences of culture on health behaviors; identify the motives/causes of media impact on health behaviors, differentiate between positive and negative impacts of technology; and analyze how peers influence healthy and unhealthy behaviors.	High school students performing at the mastery level will: identify the influences of culture on health behaviors; identify motives of media impact on health behavior, list positive and negatives of technology; and recognize how peers influence healthy and unhealthy behaviors.	High school students performing at the partial mastery level will with encouragement: identify the influences of culture on health behaviors; identify motives of media impact on health behavior; list positive and negatives of technology; and recognize positive and negative peer pressure.	High school students performing at the novice level will with guidance and assistance: identify the influences of culture on health behaviors; identify motives of media impact on health behavior; list positive and negatives of technology; and identify positive and negative peer pressure.

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

(HE.S.3) Students will demonstrate the ability to access valid information and products and services to enhance health.			
Performance Descriptors HE.S.3			
Distinguished	Above Mastery	Mastery	Partial Mastery
High school students performing at the distinguished level will: locate, utilize and evaluate health services; and analyze factors that influence personal choices on health promotion products and services.	High school students performing at the above mastery level will: locate and utilize health services; and identify factors that influence personal choices on health promotion products and services.	High school students performing at the mastery level will: locate health services; and list factors that influence personal choices on health promotion products and services.	High school students performing at the novice level will with guidance and assistance: locate health services; and list factors that influence personal choices on health promotion products and services.
HE.HS.3.01	identify and evaluate the validity of health information, products and service (e.g., books, magazine advertisements, infomercials/TV, internet, newspaper advertisements, billboards, radio).		
HE.HS.3.02	identify the factors (that influence personal choices on health promoting products based on current information (e.g., quackery, food labels, media, peers, family).		
HE.HS.3.03	locate and utilize resources to identify health care services advantageous for optimal health care (e.g., speakers, hotlines, internet, yellow pages).		

(HE.S.4) Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.			
Performance Descriptors HE.S.4			
Distinguished	Above Mastery	Mastery	Partial Mastery
High school students performing at the distinguished level will: implement the skills outlined	High school students performing at the above mastery level will: employ the skills outlined in the	High school students performing at the mastery level will: recall the skills outlined in the peer	High school students performing at the partial mastery level will with encouragement: recall the
			High school students performing at the novice level will with guidance and assistance: recall the skills

in the peer mediation/ conflict resolution models; and demonstrate appropriate ways to express feelings in a variety of situations.	peer mediation/conflict resolution models; and describe and exhibit appropriate ways to express feelings in a variety of situations.	mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of situations.	skills outlined in the peer mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of situations.	outlined in the peer mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of situations.
HE.HS.4.01	utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality, and relationships with peers, family and others.			
HE.HS.4.02	exhibit healthy ways to express feelings, needs and desires in different situations (e.g., good sportsmanship, ending relationships, death and dying, stages of grief).			
HE.HS.4.03	demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).			
HE.HS.4.04	identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups, constructive "I" statements).			

(HE.S.5) Students will demonstrate the ability to use decision-making skills to enhance health.					
Performance Descriptors HE.S.5					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
High school students performing at the distinguished level will: implement the skills outlined in the peer mediation/ conflict resolution models; and demonstrate appropriate ways to express feelings in a variety of life situations; and self-assess the effectiveness of one's health-related decisions.	High school students performing at the above mastery level will: employ the skills outlined in the peer mediation/conflict resolution models; describe and exhibit appropriate ways to express feelings in a variety of life situations; and analyze health-related decisions.	High school students performing at the mastery level will: recall the skills outlined in the peer mediation/conflict resolution models; describe appropriate ways to express feelings in a variety of life situations; and evaluate health-related decisions.	High school students performing at the partial mastery level will with encouragement: recall the skills outlined in the peer mediation/conflict resolution models; describe appropriate ways to express feelings in a variety of life situations; and describe the effect of health-related decisions.	High school students performing at the novice level will with guidance and assistance: recall the skills outlined in the peer mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of life situations; and describe the effect of health-related decisions.	
HE.HS.5.01	apply a decision-making process for various life situations (e.g., ATOD, food choices, weight control, relationships, health care providers, making purchases, education and career options).				
HE.HS.5.02	identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STDs, HIV/AIDS transmission/prevention, refusal skills).				
HE.HS.5.03	analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on their family, community				

	and self (ATOD use, STD transmission, pregnancy prevention, teen parenting).
HE.HS.5.04	formulate alternatives to health-related issues or problems (e.g., defense/coping mechanisms).
HE.HS.5.05	evaluate the effectiveness of health-related decisions (e.g., personal assessments).

Students will demonstrate the ability to use goal-setting skills to enhance health.

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

(HE.S.7)	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				
Performance Descriptors HE.S.7					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
High school students performing at the distinguished level will:	High school students performing at the above mastery level will: compare and contrast safe and risky health behaviors; recognize and demonstrate positive effects of nutrition/physical activity on health; analyze	High school students performing at the mastery level will: list safe and risky health behaviors; recognize positive effects of nutrition/physical on health; explain the impact of short-term/long-term health	High school students performing at the partial mastery level will with encouragement: list safe and risky health behaviors; list effects of nutrition/physical on health; list the impact of short-term/long-term health	High school students performing at the novice level will with guidance and assistance: list safe and risky health behaviors; list effects of nutrition/physical on health; list the impact of short-term/long-term health	High school students performing at the novice level will with guidance and assistance: list safe and risky health behaviors; list effects of nutrition/physical on health; list the impact of short-term/long-term health

and predict the impact of short-term/long-term health decisions; analyze, use, and apply appropriate methods of managing stress in a variety of stressful situations; evaluate signs of depression/suicide and recommend prevention strategies; differentiate and employ ways to develop good character to improve self-esteem; and incorporate prevention strategies to create a safe and healthy environment.	the impact of short-term/long-term health decisions; apply and use appropriate methods of managing stress in a variety of stressful situations; identify and distinguish signs of depression/suicide; differentiate ways to develop good character to improve self-esteem; and identify and develop ways to ensure a safe and healthy environment.	decisions; recognize appropriate methods of managing stress in a variety of stressful situations; identify signs of depression/suicide; identify how character impacts self-esteem; and identify aspects of a safe and healthy environment.	term health decisions; recognize appropriate methods of managing stress in a variety of stressful situations; list signs of depression/suicide; describe character impacts self-esteem; and list aspects of a safe and healthy environment.	decisions; recognize appropriate methods of managing stress in a variety of stressful situations; list signs of depression/suicide; describe character impacts self-esteem; and list aspects of a safe and healthy environment.
HE.HS.7.01	complete a personal health assessment and detail behavioral changes and strategies needed to enhance health and reduce risk (e.g., personal risk assessment, wellness inventory).			
HE.HS.7.02	recognize and demonstrate the positive effects of nutrition and physical activity on health (e.g., www.mypyramid.org).			
HE.HS.7.03	list examples and explain short and long term impacts of health decisions (e.g., smoking, good diet, wearing seat belts) on the individual, family and community (e.g., lung cancer, heart disease, STDs).			
HE.HS.7.04	identify signs of stress (e.g., physical, mental/emotional, social) and common stressors (e.g., personal, environmental) and develop effective stress management.			
HE.HS.7.05	identify causes, warning signs (e.g., physical, mental/emotional) and prevention strategies of depression and suicide (e.g., counselors, hotlines, outreach programs).			
HE.HS.7.06	identify ways to develop good character and improve self-esteem (e.g., self-efficacy, role playing).			
HE.HS.7.07	identify causes (e.g., accidents, natural disasters), preventions (e.g., CPR, first aid, in-school emergency plan) and treatments for injuries and list responsible actions to create a safe and healthy environment (e.g., ATVs, helmets, boating, bicycling, firearms, seatbelts, fire safety).			

(HE.S.8) Students will demonstrate the ability to advocate for personal, family and community.

Performance Descriptors HE.S.8

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
High school students performing at the distinguished level will:	High school students performing at the above mastery level will: identify	High school students performing at the mastery level will: locate community	High school students performing at the partial mastery level will with	High school students performing at the novice level will with guidance and

analyze and compare community resources that promote health information and ideas; and create and assess a health advocacy plan for personal/family/community that employs the use of positive health messages and school/community support services; and analyze health messages and communication techniques for a specific audience.	and evaluate community resources that promote health information and ideas; create a health advocacy plan for personal/family/community that employs the use of positive health messages and school/community support services; and utilize and explain health messages and communication techniques for a specific audience.	resources that promote health information and ideas; compile positive health messages; list school/community support services; and utilize health messages and communication techniques for a specific audience.	encouragement: locate community resources that promote health information and ideas; compile positive health messages; list school/community support services; and state health messages and communication techniques for a specific audience.	assistance: locate community resources that promote health information and ideas; compile positive health messages; and list school/community support services; and state health messages and communication techniques for a specific audience.
HE.HS.8.01	use written, audio and visual communication methods to express health messages (e.g., posters, reports, role playing).			
HE.HS.8.02	demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g., peer educators, role playing).			
HE.HS.8.03	promote the use of personal, family and community resources in health care situations (e.g., family practitioners, community medical facilities, yellow pages).			
HE.HS.8.04	identify school support staff (e.g., counselors, nurses, professionals) and community health services (e.g., Big Brothers, mental health facilities, ministerial counseling) and describe the impact this service has on individual school and community health.			
HE.HS.8.05	demonstrate that he/she is a responsible and a productive citizen who helps ensure the health, safety and security of the community (e.g., community service, school organizations, community organizations).			
HE.HS.8.06	adapt health messages and communication techniques to a specific target audience (e.g., peer educators, peer mediators).			

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT State Board Policy 2520.5: 21st Century Health Education 5-12 Content Standards and Objectives FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

12/19/2006

West Virginia Department of Education

Original Fiscal Note Signed by: Steven L. Paine



Policy 2520.5: 21st Century Health Education 5-12 Content Standards and Objectives for West Virginia Schools
Comment Log
January 12, 2007-February 12, 2007

Action Type
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/Type	Rationale
1/25/07	Steven Lough, Teacher / Ripley, WV	<p>§126-44E-1. General.</p> <p>i THINK THIS IS A GREAT CONCEPT, BUT HAVING THE STUDENT ONLY SEVEN WEEKS IN THE MIDDLE SCHOOL IT WOULD BE VERY DIFFICULT TO TEACH FOR THE TEST. THIS SEVEN WEEKS ARE ON A FIVE ROTATION</p>	N/o	
2/9/07	Tom Chaffins, Supervisor / Mercer County Schools	<p>PE is as important to a child in grades k-4, as anything else we teach!</p> <p>Trying to address the issue of obesity thru a Wellness program will not set the stage for a Healthy Lifestyle for a child.</p>	N/o	
2/11/07	Preston, Teacher / Bluefield, WV	<p>We need to have physical education classes in grades K-4. With WV ranking among the highest in the nation in obesity and we are discussing doing away with this program in our schools. Every day I'm seeing children in the Elementary schools having a wonderful time exercising and developing good habits that will carry over to middle and high school years. It would be a crime to eliminate these programs in our elementary schools. Our children needs theses programs , eliminating them would make about as much sense as doing away with reading , or math.</p>	N/o	<p>The proposed policy does not lessen the Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West Virginia State Board of Education encourages schools to provide additional opportunities for physical</p>

Date	Individual/Organization	Comments	Action/Type	Rationale
2/12/07	Pamela Clark, First Grade Teacher / Bluewell Elementary	As a first grade teacher, I feel it would be a travesty to eliminate Physical Education classes with a certified, qualified teacher. Students today, with obesity rates going up, are now more in need of physical education than ever before. I feel it is necessary and important for children in grades K-4 to have time with a qualified physical education teacher that teaches from the physical education standards. It is not only important, but vital in this day and age. Please do not do away with these standards and the students' time with a qualified physical education teacher - it would be an injustice to our children and all involved.	N/A	activity throughout the school day. The proposed policy does not lessen the Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West Virginia State Board of Education encourages schools to provide additional opportunities for physical activity throughout the school day.
2/12/07	Mary Kay Harrison, State Team Leader / WV Action for Healthy Kids	West Virginia Action for Healthy Kids (WVAFHK) appreciates this opportunity to comment on proposed Policy 2520.5: 21 st Century Education 5-12 Content Standards and Objectives for West Virginia Schools. As a nonprofit organization formed specifically to address the epidemic of overweight, undernourished and sedentary youth by focusing on changes at school. WVAFHK recognizes the importance of this policy and wishes to express concerns relating to renaming and combining physical education and health into "wellness." The following comments relate to three general areas of need in West Virginia schools. 1) A need exists for comprehensive Physical Education Standards that are aligned with National Physical Education Standards and that focus primarily on the development of	N/A	The 21 st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards. The 21 st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so,

Date	Individual/Organization	Comments	Action/Type	Rationale
		<p>motor skills and movement concepts.</p> <p>National Content Standards for Physical Education (NASPE) have been developed to identify what students should know and be able to do as result of a quality physical education program. These national standards provide a framework for developing realistic and achievable expectations for student performance at every grade level, and serve as the framework for states across the country to develop standards, frameworks, and curricula. Currently West Virginia, along with 48 other states and the District of Columbia, has state standards for physical education that are aligned with these national standards.</p> <p>It is the position of WVAPE that the proposed policy changes will not bring accountability and rigor to physical education programs in our state, but rather will dilute standards. Without more robust standards for physical education, a progressive comprehensive curriculum, including ongoing assessment strategies, could be lacking or absent from the total school curriculum.</p> <p>2) A need exists for trained specialists to teach physical education to preK – 4 grade children. Twenty eight (28) states require that all elementary physical education classes be taught by trained teachers in physical education. At least ten other states have proposed legislation that would require all</p>		<p>similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant.</p> <p>The West Virginia Department of Education's Office of Certification has been consulted concerning certification issues regarding the proposed Wellness Standards. All teachers currently certified to teach Health Education and Physical Education in the West Virginia public school system will be highly qualified to deliver Wellness Standards.</p> <p>The proposed policy does not lessen the Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West Virginia State Board of Education encourages schools to provide additional opportunities for physical</p>

Date	Individual/Organization	Comments	Action/Type	Rationale
		<p>elementary teachers of physical education to have a content specialization (or degree) in the field. The elementary years are the most critical in teaching children the skills necessary to gain competence and confidence in participating in physical activities. Certified teachers are trained in instructionally appropriate practices based on the latest research related to effective teaching in physical education, both in pedagogy and content. They can provide developmentally appropriate activities and lessons that focus on children's individual differences, abilities, interests, and past experiences. Additionally, <i>No Child Left Behind</i> encourages the use of highly qualified teachers in all areas of the curriculum. The Nation Board for Professional Teaching Standards offers certification for physical education and for health, however there is no certification for wellness. Currently, four (4) West Virginia teachers have achieved Board Certification in physical education, and several others are pursuing certification.</p> <p>It is the position of WVAPE that proposed changes to physical education standards will increase the likelihood that more children will be given physical activity periods by classroom teachers rather than quality physical education delivered by certified physical education teachers through a program with identified scope and sequence, addressing appropriate skills and concepts.</p>		activity throughout the school day.

Date	Individual/Organization	Comments	Action/Type	Rationale
		<p>3) The need exists to increase the amount of physical education that children are offered each week.</p> <p>WVAFHK believes that all elementary school children should receive at least 30 minutes a day of physical education, preferably daily, but at least three days a week. A quality physical education lesson should provide maximum physical activity participation opportunities to learners with at least 50% of the lesson providing moderate to vigorous intensity levels of activity. Further, quality health education is also critical to student's development and learning.</p> <p>It is the position of WVAFHK that proposed changes may result in reduced physical activity and more sedentary time during the school day. This is particularly true in cases where physical education teachers must meet content standards in both health and physical education. Where physical education teachers are given the responsibility of teaching new wellness standards, it is improbable that 30 minutes of physical education (including physical activity) will be provided.</p> <p>Comments expressed here are the result of a careful examination of the proposed policy by those WVAFHK members who are leaders in the fields of health and physical education. WVAFHK recognizes the long-standing leadership and commitment of the State Board of Education to ensuring that West</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	Jane Strickland, PE / Bluewell Elementary	<p>Virginia schools provide students quality opportunities to learn and practice healthful living. It is our belief that proposed changes to Policy 2520.5 do not reflect these high standards and, on the contrary, will weaken learning in physical education and health. Therefore, we respectfully ask that the revised policy not be adopted.</p> <p>The PE teacher does not have time to cover the standards for Physical Education ; moreover, trying to cover health standards. The students have PE in my schools two or three times a week. A full time PE teacher is needed at each school to cover the PE standards. Physical Education needs to start in Pre-K and be required through the schooling process.</p>	N/o	
2/12/07	Susan Long, Teacher / Mineral County Board of Education	<p>§126-44E-3. Incorporation by Reference.</p> <p>I am concerned with the changes because there are many problems that have arisen since the last standards were submitted. When we look at the revisions, there are many gray areas that leave some decisions up to administrators to interpret the requirements necessary. When we contact the state department for assistance, their comments are vague.</p>	N/o	

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:42 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.5 (2007-01-25 11:04:49)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Thursday, January 25, 2007 2:07 PM
To: rddeem@access.k12.wv.us
Subject: FW: Comment Received for Policy 2520.5 (2007-01-25 11:04:49)

Comment on one of your policies.

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Thursday, January 25, 2007 11:05 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2007-01-25 11:04:49)

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Comment Received for Policy 2520.5

Name: Steven Lough
Organization: Teacher
Email: slough@access.k12.wv.us
Title: Teacher
Address1: rtl BOX 214A
Address2:
City/State/Zip: RIPLEY, WV 25271
Role: Teacher
Posted: 2007-01-25 11:04:49
Posted from IP: 168.216.89.83

Comments for section 126-44E-1 General

i THINK THIS IS A GREAT CONCEPT, BUT HAVING THE STUDENT ONLY SEVEN WEEKS IN THE MIDDLE SCHOOL IT
WOULD BE VERY DIFFICULT TO TEACH FOR THE TEST. THIS SEVEN WEEKS ARE ON A FIVE ROTATION

Comments for section 126-44E-2 Purpose

Comments for section 126-44E-3 Incorporation by References

Comments for section 126-44E-4 Summary of the Content Standards and Objectives

Comments for section 126-44E 21 Century Health Education 5-12 Content Standards and Objectives for West Virginia Schools

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:38 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.5 (2007-02-09 10:58:25)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Saturday, February 10, 2007 8:01 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.5 (2007-02-09 10:58:25)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 10:58 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2007-02-09 10:58:25)

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Comment Received for Policy 2520.5

#

Name: Tom Chaffins
Organization: Mercer Co Schools
Email: tchaffin@access.k12.wv.us
Title: Supervisor
Address1: 1403 Honaker Ave
Address2:
City/State/Zip: Princeton,, wv 24740
Role: School System Staff
Posted: 2007-02-09 10:58:25
Posted from IP: 168.216.74.34

Comments for section 126-44E-1 General

Comments for section 126-44E-2 Purpose

PE is as important to a child in grades k-4, as anything else we teach!
Trying to address the issue of obesity thru a Wellness program will not set
the stage for a Healthy Lifestyle for a child.

Comments for section 126-44E-3 Incorporation by References

Comments for section 126-44E-4 Summary of the Content Standards and Objectives

Comments for section 126-44E 21 Century Health Education 5-12 Content Standards and Objectives for West Virginia Schools

Eliminating PE instruction on the K-4 is not in the best interest of our students. The PE teachers provide activites, opportunities, and instruction that will benefit a child on the long term basis.

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:37 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.5 (2007-02-11 20:08:44)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 8:20 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.5 (2007-02-11 20:08:44)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Sunday, February 11, 2007 8:09 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2007-02-11 20:08:44)

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Comment Received for Policy 2520.5

#####

Name: Preston
Organization: N/A
Email:
Title: Teacher
Address1:
Address2:
City/State/Zip: Bluefield , WV 24701
Role: Teacher
Posted: 2007-02-11 20:08:44
Posted from IP: 69.139.105.13

Comments for section 126-44E-1 General

We need to have physical education classes in grades K-4. With WV ranking among the highest in the nation in obesity and we are discussing doing away with this program in our schools. Every day I'm seeing children in the Elementary schools having a wonderful time exercising and developing good habits that will carry over to middle and high school years. It would be a crime to eliminate these programs in our elementary schools. Our children needs theses programs , eliminating them would make about as much sense as

doing away with reading ,or math.

Comments for section 126-44E-2 Purpose

Comments for section 126-44E-3 Incorporation by References

Comments for section 126-44E-4 Summary of the Content Standards and Objectives

Comments for section 126-44E 21 Century Health Education 5-12 Content Standards and Objectives for West Virginia Schools

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:37 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.5 (2007-02-12 18:53:45)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Tuesday, February 13, 2007 8:38 AM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.5 (2007-02-12 18:53:45)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 6:54 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2007-02-12 18:53:45)

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Comment Received for Policy 2520.5

#

Name: Pamela Clark
Organization: Bluewell Elementary
Email: plclark@access.k12.wv.us
Title: First Grade Teacher
Address1: RR 4, Box 480
Address2:
City/State/Zip: Bluefield, WV 24701
Role: Teacher
Posted: 2007-02-12 18:53:45
Posted from IP: 75.108.160.178

Comments for section 126-44E-1 General

As a first grade teacher, I feel it would be a travesty to eliminate Physical Education classes with a certified, qualified teacher. Students today, with obesity rates going up, are now more in need of physical education than ever before. I feel it is necessary and important for children in grades K-4 to have time with a qualified physical education teacher that teaches from the physical education standards. It is not only important, but vital in this day and age. Please do not do away with these

standards and the students' time with a qualified physical education teacher - it would be an injustice to our children and all involved.

Comments for section 126-44E-2 Purpose

Comments for section 126-44E-3 Incorporation by References

Comments for section 126-44E-4 Summary of the Content Standards and Objectives

Comments for section 126-44E 21 Century Health Education 5-12 Content Standards and Objectives for West Virginia Schools

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 12:42 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2007-02-12 12:41:33)

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Comment Received for Policy 2520.5

Name: Jane
Organization: Bluewell Elementary
Email: jmstrick@access.k12.wv.us
Title: PE
Address1: 36 Morningside
Address2:
City/State/Zip: Princeton, WV 24740
Role: Teacher
Posted: 2007-02-12 12:41:33
Posted from IP: 168.216.16.50

Comments for section 126-44E-1 General

The PE teacher does not have time to cover the standards for Physical Education ;moreover, trying to cover health standards. The students have PE in my schools two or three times a week. A full time PE teacher is needed at each school to cover the PE standards. Physical Education needs to start in Pre-K and be required through the schooling process.

Comments for section 126-44E-2 Purpose

Comments for section 126-44E-3 Incorporation by References

Comments for section 126-44E-4 Summary of the Content Standards and Objectives

Comments for section 126-44E 21 Century Health Education 5-12 Content Standards and Objectives for West Virginia Schools

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 1:49 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.5 (2007-02-12 13:48:31)

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Comment Received for Policy 2520.5

Name: Susan Long
Organization: MIneral COunty Board of Education
Email: splong@access.k12.wv.us
Title: Teacher
Address1: Rt 3 Box 170
Address2:
City/State/Zip: Ridgeley, WV 26753
Role: Teacher
Posted: 2007-02-12 13:48:31
Posted from IP: 168.216.136.240

Comments for section 126-44E-1 General

Comments for section 126-44E-2 Purpose

Comments for section 126-44E-3 Incorporation by References

Comments for section 126-44E-4 Summary of the Content Standards and Objectives

Comments for section 126-44E 21 Century Health Education 5-12 Content Standards and Objectives for West Virginia Schools

I am concerned with the changes because there are many problems that have arisen since the last standards were submitted. When we look at the revisions, there are many gray areas that leave some decisions up to administrators to interpret the requirements necessary. When we contact the state department for assistance, their comments are vague.



West Virginia
Action for Healthy Kids®

West Virginia Board of Education

Comments: POLICY 2520.5: 21st Century Health Education 5-12 Content Standards and Objectives for West Virginia Schools

West Virginia Action for Healthy Kids (WVAFHK) appreciates this opportunity to comment on proposed Policy 2520.5: 21st Century Education 5-12 Content Standards and Objectives for West Virginia Schools. As a nonprofit organization formed specifically to address the epidemic of overweight, undernourished and sedentary youth by focusing on changes at school, WVAFHK recognizes the importance of this policy and wishes to express concerns relating to renaming and combining physical education and health into "wellness." The following comments relate to three general areas of need in West Virginia schools.

1) A need exists for comprehensive Physical Education Standards that are aligned with National Physical Education Standards and that focus primarily on the development of motor skills and movement concepts.

National Content Standards for Physical Education (NASPE) have been developed to identify what students should know and be able to do as result of a quality physical education program. These national standards provide a framework for developing realistic and achievable expectations for student performance at every grade level, and serve as the framework for states across the country to develop standards, frameworks, and curricula. Currently West Virginia, along with 46 other states and the District of Columbia, has state standards for physical education that are aligned with these national standards.

It is the position of WVAFHK that the proposed policy changes will not bring accountability and rigor to physical education programs in our state, but rather will dilute standards. Without more robust standards for physical education, a progressive comprehensive curriculum, including ongoing assessment strategies, could be lacking or absent from the total school curriculum.

WVAFHK Comments: POLICY 2520.5

Page 2

2) A need exists for trained specialists to teach physical education to preK - 4 grade children.

Twenty-eight (28) states require that all elementary physical education classes be taught by trained teachers in physical education. At least ten other states have proposed legislation that would require all elementary teachers of physical education to have a content specialization (or degree) in the field. The elementary years are the most critical in teaching children the skills necessary to gain competence and confidence in participating in physical activities. Certified teachers are trained in instructionally appropriate practices based on the latest research related to effective teaching in physical education, both in pedagogy and content. They can provide developmentally appropriate activities and lessons that focus on children's individual differences, abilities, interests, and past experiences. Additionally, *No Child Left Behind* encourages the use of highly qualified teachers in all areas of the curriculum. The Nation Board for Professional Teaching Standards offers certification for physical education and for health, however there is no certification for wellness. Currently, four (4) West Virginia teachers have achieved Board Certification in physical education, and several others are pursuing certification.

It is the position of WV AFHK that proposed changes to physical education standards will increase the likelihood that more children will be given physical activity periods by classroom teachers rather than quality physical education delivered by certified physical education teachers through a program with identified scope and sequence, addressing appropriate skills and concepts.

3) The need exists to increase the amount of physical education that children are offered each week.

WVAFHK believes that all elementary school children should receive at least 30 minutes a day of physical education, preferably daily, but at least three days a week. A quality physical education lesson should provide maximum physical activity participation opportunities to learners with at least 50% of the lesson providing moderate to vigorous intensity levels of activity. Further, quality health education is also critical to student's development and learning.

It is the position of WVAFHK that proposed changes may result in reduced physical activity and more sedentary time during the school day. This is particularly true in cases where physical education teachers must meet content standards in both health and physical education. Where physical education teachers are given the responsibility of teaching

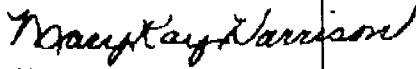
WVAFHK Comments: POLICY 2520.5

Page 3

new wellness standards, it is improbable that 30 minutes of physical education (including physical activity) will be provided.

Comments expressed here are the result of a careful examination of the proposed policy by those WVAFHK members who are leaders in the fields of health and physical education. WVAFHK recognizes the long-standing leadership and commitment of the State Board of Education to ensuring that West Virginia schools provide students quality opportunities to learn and practice healthful living. It is our belief that proposed changes to Policy 2520.5 do not reflect these high standards and, on the contrary, will weaken learning in physical education and health. Therefore, we respectfully ask that the revised policy not be adopted.

Sincerely,



Mary Kay Harrison
State Team Leader
West Virginia Action for Healthy Kids