

WEST VIRGINIA  
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In This Box

2007 MAR 19 PM 3: 28

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. Constitution, Article XII, §2, W.Va. Code §18-2-5 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: 44F

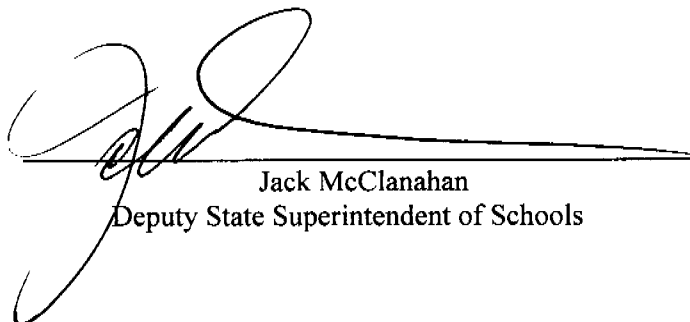
TITLE OF RULE BEING AMENDED: 21<sup>st</sup> Century Physical Education 5-12 Content

Standards and Objectives for West Virginia Schools (2520.6)

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 2520.6  
21<sup>st</sup> CENTURY PHYSICAL EDUCATION 5-12 CONTENT STANDARDS AND OBJECTIVES  
FOR WEST VIRGINIA SCHOOLS**

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**Policy Number and Title:** West Virginia Board Of Education Policy 2520.6: *21<sup>st</sup> Century Physical 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 2520.6 was placed on public comment and was approved by the Board on December 13, 2001 and became effective on July 1, 2003.

**Major Revisions or Reasons for New Policy:** A repeal and replace of Policy 2520.6 is being recommended due to the format changes.

- The format of the physical education CSOs has been redesigned to facilitate easier use by West Virginia educators.
- The physical education CSOs have been revised to
  - reorganize the physical education content under five standards,
  - incorporate higher levels of critical thinking skills and problem solving skills,
  - establish an improved alignment with state physical education assessment (FITNESSGRAM), and
  - incorporate 21<sup>st</sup> century knowledge and skills that West Virginia students will need to be successful in the global world of the 21<sup>st</sup> century.

**Impact:**

- Students will be better prepared for success on national assessments, in post-graduate studies and in the workplace of the 21<sup>st</sup> 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 21<sup>st</sup> century.
- The revised format will better enable West Virginia educators to focus instruction on the approved CSOs.

126CSR44F

FILED

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

2007 MAR 19 PM 3: 28

OFFICE WEST VIRGINIA  
SECRETARY OF STATE

SERIES 44F  
21<sup>ST</sup> CENTURY PHYSICAL EDUCATION 5-12 CONTENT STANDARDS AND OBJECTIVES  
FOR WEST VIRGINIA SCHOOLS (2520.6)

**§126-44F-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 2520.6 defines the content standards (or instructional goals) and objectives for physical education in grades 5-12 as required by Policy 2510.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5, §18-2-7a and §18-9A-22.

1.3. Filing Date. - March 19, 2007.

1.4. Effective Date. - July 1, 2008.

1.5. Repeal of former rule. - This legislative rule repeals and replaces W. Va. 126CSR44F, West Virginia Board of Education Policy 2520.6 "Physical Education Content Standards and Objectives for West Virginia Schools" filed May 8, 2003 and effective July 1, 2003.

**§126-44F-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 physical education for grades 5-12.

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

3.1. A copy of the 21<sup>st</sup> Century Physical 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.

**§126-44F-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 5-12 physical education, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptor.

West Virginia Department of Education

West Virginia Board of Education Policy

2520.6

*21<sup>st</sup> Century Physical Education 5-12  
Content Standards and Objectives for  
West Virginia Schools*

Steven L. Paine  
State Superintendent

## Foreword

A 21<sup>st</sup> century physical education curriculum is an increasingly important aspect of developing learners prepared for success in the 21<sup>st</sup> century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.6, 21<sup>st</sup> Century Physical Education 5-12 Content Standards and Objectives for West Virginia Schools. The West Virginia Physical Education Standards for 21<sup>st</sup> Century Learning includes 21<sup>st</sup> century content standards and objectives as well as 21<sup>st</sup> century standards and objectives for *learning skills* and *technology tools*. This broadened scope of physical education curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21<sup>st</sup> century content, 21<sup>st</sup> century learning skills and the use of 21<sup>st</sup> 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 physical education curriculum that would prepare students for the 21<sup>st</sup> 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 physical 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 2520.6 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 21<sup>st</sup> 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 physical 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 21<sup>st</sup> 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., PE for Physical Education);
- The letter S, for Standard; and
- The standard number.

Illustration: PE.S.1 refers to Physical Education 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 or course code;
- The grade level (an exception is high school physical education, which uses PE for the grade designation);
- The number of the content standard addressed; and
- The objective number.

Illustration: PE.6.2.03 refers to a Physical Education sixth grade objective that addresses standard #2 in Physical Education 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: PE.PD.8.02 refers to Physical Education 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 2520.6 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 2520.6 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 2520.6 is approved by the State Board of Education

The prefix for the UENs for each content area in Policy 2520.6 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.6 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 physical education, standard #2 will be "200602.PE.5.02".

## Abbreviations

| <b>Content Area</b> |   |
|---------------------|---|
| PE                  | Physical Education                          |
| CFS                 | Conditioning, Fitness and Strength Training |
| LPA                 | Lifetime Physical Activities                |
| OA                  | Outdoor Adventure                           |

| <b>Other Abbreviations</b> |                             |
|----------------------------|-----------------------------|
| PD                         | Performance Descriptors     |
| S                          | Standard (Content Standard) |

## PHYSICAL EDUCATION – POLICY 2520.6

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. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

### **Standard 1: Movement Forms (PE.S.1)**

The intent of this standard is development of the movement/physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.

### **Standard 2: Development of Motor Skills (PE.S.2)**

The intent of this standard is for students to establish patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle that could help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class.

### **Standard 3: Physical Activity (PE.S.3)**

The intent of this standard is to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote positive self image, thereby enticing people to continue participation in activity throughout the life span.

### **Standard 4: Physical Fitness (PE.S.4)**

The intent of this standard is for students to have both the ability and willingness to accept responsibility for personal fitness leading to an active, health lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.

### **Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics.

## Fifth Grade Physical Education Content Standards and Objectives

The goal of the physical education program of study at the fifth grade level is to continue a vigorous program to enhance physical development and foster participation in enjoyable physical activity outside the classroom. The objectives emphasize lifetime wellness, social skills, motor/skill development, movement/rhythmic development, and physical activity. Physical activity is important to the physical, emotional and social maturation of students at this age. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> 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 W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

| (PE.S.1) Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities.  |   |   |  |  |
|--|---|---|--|--|
| Performance Descriptors P.E.S.1  |   |   |  |  |
| Distinguished  | Above Mastery   | Mastery   | Partial Mastery  | Novice   |
| Fifth grade students performing at the distinguished level will model for others the proper technique when: throwing overhand with force and accuracy; dribbling with hands or feet while evading an opponent; striking with an implement using force and accuracy; traveling in movement and performing simple dance sequences using smooth transitions in speed, level, and direction in time to music; performing jump sequences with partner(s) using equipment. | Fifth grade students performing at the above mastery level will apply and implement proper technique when: throwing overhand with force and accuracy; dribbling with hands or feet while evading an opponent; striking with an implement using force and accuracy; traveling in movement and performing simple dance sequences using smooth transitions in speed, level, and direction in time to music; performing jump sequences with partner(s) using equipment. | Fifth grade students performing at the mastery level will: throw overhand with force and accuracy; dribble with hands or feet while evading an opponent; strike with an implement using force and accuracy; travel in movement and perform simple dance sequences using smooth transitions in speed, level, and direction in time to music; perform jump sequences with partner(s) using equipment. | Fifth grade students performing at the partial mastery level, after practice, will: throw overhand with force and accuracy; dribble with hands or feet while evading an opponent; strike with an implement using force and accuracy; travel in movement and perform simple dance sequences using smooth transitions in speed, level, and direction in time to music; perform jump sequences with partner(s) using equipment. | Fifth grade students performing at the novice level will, with teacher or peer assistance and guidance: throw overhand with force and accuracy; dribble with hands or feet while evading an opponent; strike with an implement using force and accuracy; travel in movement and perform simple dance sequences using smooth transitions in speed, level, and direction in time to music; perform jump sequences with partner(s) using equipment. |
| <b>Objectives - Students</b>   |   |   |  |  |
| PE.5.1.01  | throw overhand with force and accuracy.   |   |  |  |
| PE.5.1.02  | dribble with hands or feet while evading an opponent (i.e., basketball, soccer).  |   |  |  |
| PE.5.1.03  | strike with an implement using force and accuracy (i.e., bat and softball, racquetball).  |   |  |  |
| PE.5.1.04  | travel in movement and perform simple dance sequences using smooth transitions in speed, level, and direction in time to music.   |   |  |  |

PE.5.1.05 perform jump sequences with partner(s) using equipment.

(PE.S.2) Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills.

Performance Descriptors PE.S.2

| Distinguished   | Above Mastery  | Mastery  | Partial Mastery   | Novice  |
|---|--|--|---|---|
| Fifth grade students performing at the distinguished level will model and translate the sequential components or critical elements while:<br>performing the objectives:<br>identifying critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements;<br>identifying the critical elements or components of simple dance sequences;<br>employing critical elements or component terminology to provide feedback to others; exploring appropriate motor skill techniques to independently develop/improve performance. | Fifth grade students performing at the above mastery level will implement and employ the sequential components or critical elements while:<br>identifying critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements;<br>identifying the critical elements or components of simple dance sequences;<br>employing critical elements or component terminology to provide feedback to others; exploring appropriate motor skill techniques to independently develop/improve performance. | Fifth grade students performing at the mastery level will:<br>identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements;<br>identify the critical elements or components of simple dance sequences;<br>employ critical elements or component terminology to provide feedback to others;<br>explore appropriate motor skill techniques to independently develop/improve performance. | Fifth grade students performing at the partial mastery level will, with practice:<br>identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements;<br>identify the critical elements or components of simple dance sequences;<br>employ critical elements or component terminology to provide feedback to others;<br>explore appropriate motor skill techniques to independently develop/improve performance. | Fifth grade students performing at the novice level will, with teacher or peer assistance and guidance:<br>identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements;<br>identify the critical elements or components of simple dance sequences;<br>employ critical elements or component terminology to provide feedback to others;<br>explore appropriate motor skill techniques to independently develop/improve performance. |

PE.5.2.01 identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements (e.g., bats, sticks, clubs).

PE.5.2.02 identify the critical elements or components of simple dance sequences (e.g., time, repetitions, steps).

PE.5.2.03 employ critical elements or component terminology to provide feedback to others.

PE.5.2.04 explore appropriate motor skill techniques to independently develop/improve performance.

|   |   |   |  |  |
|---|---|---|--|--|
| (PE.S.3)  | Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.  |   |  |  |
| Performance Descriptors PE.S.3  |   |   |  |  |
| Distinguished   | Above Mastery   | Mastery   | Partial Mastery  | Novice   |
| Fifth grade students performing at the distinguished level will model and provide the information needed to promote the appropriate component/s while: documenting involvement in physical activities in addition to physical education class; describing healthful benefits resulting from regular participation in physical activity; implementing lifestyle behaviors to increase physical activity; identifying school and community programs that promote lifelong physical activity; explaining the importance of teaming skills. | Fifth grade students performing at the above mastery level will implement and apply the appropriate component/s while: documenting involvement in physical activities in addition to physical education class; describing healthful benefits resulting from regular participation in physical activity; implementing lifestyle behaviors to increase physical activity; identifying school and community programs that promote lifelong physical activity; explaining the importance of teaming skills. | Fifth grade students performing at the mastery level will: document involvement in physical activities in addition to physical education class; describe healthful benefits resulting from regular participation in physical activity; implement lifestyle behaviors to increase physical activity; identify school and community programs that promote lifelong physical activity; explain the importance of teaming skills. | Fifth grade students performing at the partial mastery level will, with practice: document involvement in physical activities in addition to physical education class; describe healthful benefits resulting from regular participation in physical activity; implement lifestyle behaviors to increase physical activity; identify school and community programs that promote lifelong physical activity; explain the importance of teaming skills. | Fifth grade students performing at the novice level will, with teacher or peer assistance and guidance: document involvement in physical activities in addition to physical education class; describe healthful benefits resulting from regular participation in physical activity; implement lifestyle behaviors to increase physical activity; identify school and community programs that promote lifelong physical activity; explain the importance of teaming skills. |
| <b>Objectives - Students will</b>   |   |   |  |  |
| PE.5.3.01   | document involvement in physical activities in addition to physical education class (e.g., maintain activity log).  |   |  |  |
| PE.5.3.02   | describe healthful benefits resulting from regular participation in physical activity.  |   |  |  |
| PE.5.3.03   | implement lifestyle behaviors to increase physical activity (e.g., taking stairs instead of elevator, bicycle riding, roller blading).  |   |  |  |
| PE.5.3.04   | identify school and community programs that promote lifelong physical activity.   |   |  |  |
| PE.5.3.05   | participate in cooperative team building physical activities.   |   |  |  |
| PE.5.3.06   | explain the importance of teaming skills.   |   |  |  |

|                                |   |         |                 |        |
|--------------------------------|---|---------|-----------------|--------|
| (PE.S.4)                       | Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness. |         |                 |        |
| Performance Descriptors DE.S.4 |   |         |                 |        |
| Distinguished                  | Above Mastery   | Mastery | Partial Mastery | Novice |

|  |  |  |   |   |
|--|--|--|---|---|
| Fifth grade students performing at the distinguished level will model and perform the appropriate fitness component/s when: performing at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM; demonstrating knowledge of the five fitness components; defining the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type; participating in warm-up and cool-down procedures before and after vigorous activities. | Fifth grade students performing at the above mastery level will implement and apply the appropriate fitness component/s when: performing at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM; demonstrating knowledge of the five fitness components; defining the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type; participating in warm-up and cool-down procedures before and after vigorous activities. | Fifth grade students performing at the mastery level will: perform at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM; demonstrate knowledge of the five fitness components; define the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type; participate in warm-up and cool-down procedures before and after vigorous activities. | Fifth grade students performing at the partial mastery level will, with practice: perform at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM; demonstrate knowledge of the five fitness components; define the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type; participate in warm-up and cool-down procedures before and after vigorous activities. | Fifth grade students performing at the novice level will, with teacher or peer assistance and guidance: perform at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM; demonstrate knowledge of the five fitness components; define the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type; participate in warm-up and cool-down procedures before and after vigorous activities. |
|--|--|--|---|---|

**Objectives:** Students

|           |  |
|-----------|--|
| PE.5.4.01 | perform at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM.   |
| PE.5.4.02 | demonstrate knowledge of the five fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, flexibility). |
| PE.5.4.03 | define the components of the F.I.T.T. principle of exercise (i.e. frequency, intensity, time, and type).   |
| PE.5.4.04 | participate in warm-up and cool-down procedures before and after vigorous activities.  |

**(PE.S.5) Students will identify and apply responsible, personal and social behaviors in physical activity settings.**

|   |   |  |  |   |
|---|---|--|--|---|
| Performance Descriptors PE.S.5  |   |  |  |   |
| Distinguished   | Above Mastery   | Mastery  | Partial Mastery  | Novice  |
| Fifth grade students performing at the distinguished level will be a role model and exemplify the personal and social characteristics when: participating appropriately with those having different | Fifth grade students performing at the above mastery level will independently: participate appropriately with those having different skills and abilities; respond appropriately in competitive | Fifth grade students performing at the mastery level will: participate appropriately with those having different skills and abilities; respond appropriately in competitive settings regardless of the | Fifth grade students performing at the partial mastery level will, with practice: participate appropriately with those having different skills and abilities; respond appropriately in competitive | Fifth grade students performing at the novice level will, with teacher or peer assistance and guidance: participate appropriately with those having different skills and abilities; respond |

|   |  |   |  |   |
|---|--|---|--|---|
| skills and abilities; responding appropriately in competitive settings regardless of the outcome; working independently and on task; working cooperatively and productively with a partner or small group; identifying and demonstrate safety procedures for a variety of activities. | settings regardless of the outcome; work independently and on task; work cooperatively and productively with a partner or small group; identify and demonstrate safety procedures for a variety of activities. | outcome; work independently and on task; work cooperatively and productively with a partner or small group; identify and demonstrate safety procedures for a variety of activities. | settings regardless of the outcome; work independently and on task; work cooperatively and productively with a partner or small group; identify and demonstrate safety procedures for a variety of activities. | appropriately in competitive settings regardless of the outcome; work independently and on task; work cooperatively and productively with a partner or small group; identify and demonstrate safety procedures for a variety of activities. |
| <b>Objective:</b>   |  |   |  |   |
| PE.5.5.01   | participate appropriately with those having different skills and abilities (e.g., share, play fairly).   |   |  |   |
| PE.5.5.02   | respond appropriately in competitive settings regardless of the outcome (e.g., sportsmanship).   |   |  |   |
| PE.5.5.03   | work independently and on task.  |   |  |   |
| PE.5.5.04   | work cooperatively and productively with a partner or small group.   |   |  |   |
| PE.5.5.05   | identify and demonstrate safety procedures for a variety of activities.  |   |  |   |

## Sixth Grade Physical Education Content Standards and Objectives

The goal of the physical education program of study at the sixth grade level is to improve the pre-adolescent student's understanding of the connections between physical activity and lifetime wellness. Movement is critical to proper growth and development at this age and physical education will assist students in developing a healthy body, self-image/concept. Social and emotional development is enhanced as students begin to use motor skill in team building situations. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> 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 W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

| (PE.S.1) Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities.   |  |   |  |  |
|---|--|---|--|--|
| Performance Descriptors PE.S.1  |  |   |  |  |
| Distinguished   | Above Mastery  | Mastery   | Partial Mastery  | Novice   |
| Sixth grade students performing at the distinguished level will model and perform independently in physical activity and/or exercise to improve skill/fitness, perform basic skills and lead-up activities that encompass elements of individual, dual, team, and lifetime activities including social and/or multicultural dances. | Sixth grade students performing at the above mastery level will initiate and perform independently in physical activity and/or exercise to improve skill/fitness, perform basic skills and lead-up activities that encompass elements of individual, dual, team, and lifetime activities including social and/or multicultural dances. | Sixth grade students performing at the mastery level will perform independently in physical activity and/or exercise to improve skill/fitness, perform basic skills and lead-up activities that encompass elements of individual, dual, team, and lifetime activities including social and/or multicultural dances. | Sixth grade students performing at the partial mastery level will need guidance to perform independently in physical activity and/or exercise to improve skill/fitness, perform basic skills and lead-up activities that encompass elements of individual, dual, team, and lifetime activities including social and/or multicultural dances. | Sixth grade students performing at the novice level will need teacher and/or peer assistance to perform physical activity and/or exercise to improve skill/fitness, perform basic skills and lead-up activities that encompass elements of individual, dual, team, and lifetime activities including social and/or multicultural dances. |
| <b>Objective:</b> Students will perform independently in physical activity and/or exercise to improve skill/fitness.  |  |   |  |  |
| PE.6.1.01   | perform independently in physical activity and/or exercise to improve skill/fitness.   |   |  |  |
| PE.6.1.02   | perform basic skills necessary to participate in individual, dual, team, and lifetime activities.  |   |  |  |
| PE.6.1.03   | perform lead-up activities that encompass elements of individual, dual, team, and lifetime activities.   |   |  |  |
| PE.6.1.04   | perform social and/or multicultural dances.  |   |  |  |
| <b>(PE.S.2) Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills.</b>  |  |   |  |  |

| Performance Descriptors PE.S.2   |   |   |  |  |
|--|---|---|--|--|
| Distinguished  | Above Mastery   | Mastery   | Partial Mastery  | Novice   |
| Sixth grade students performing at the distinguished level will model and explain the proper techniques in a variety of movement forms and perform basic body mechanics necessary to develop new motor skills. | Sixth grade students performing at the above mastery level will initiate proper techniques in a variety of movement forms and perform basic body mechanics necessary to develop new motor skills. | Sixth grade students performing at the mastery level will identify proper techniques in a variety of movement forms and perform basic body mechanics necessary to develop new motor skills. | Sixth grade students performing at the partial mastery level will need guidance to identify proper techniques in a variety of movement forms and perform basic body mechanics necessary to develop new motor skills. | Sixth grade students performing at the novice level will need Teacher and/or peer assistance and guidance to identify proper techniques in a variety of movement forms and perform basic body mechanics necessary to develop new motor skills. |
| <b>Objectives:</b>   |   |   |  |  |
| PE.6.2.01  | identify proper techniques necessary to perform a variety of movement forms (e.g., catching, running, throwing, striking, kicking).   |   |  |  |
| PE.6.2.02  | perform basic body mechanics necessary to develop new motor skills (e.g., opposite hand-opposite foot, head-up, follow-through).  |   |  |  |

| (PE.S.3) Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.   |  |  |   |  |
|---|--|--|---|--|
| Performance Descriptors PE.S.3  |  |  |   |  |
| Distinguished   | Above Mastery  | Mastery  | Partial Mastery   | Novice   |
| Sixth grade students performing at the distinguished level will incorporate lifelong fitness activities and collaborate with family and peers to identify lifestyle behaviors that increase physical activity and participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness. | Sixth grade students performing at the above mastery level will implement and identify lifestyle behaviors that increase physical activity and participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness. | Sixth grade students performing at the mastery level will identify lifestyle behaviors that increase physical activity and participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness. | Sixth grade students performing at the partial mastery level will need guidance to identify lifestyle behaviors that increase physical activity and participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness. | Sixth grade students performing at the novice level will need teacher and/or peer assistance to identify lifestyle behaviors that increase physical activity and participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness. |
| <b>Objectives:</b>  |  |  |   |  |
| PE.6.3.01   | participate in physical activity in addition to physical education class (e.g., maintain an activity log, activity gram).  |  |   |  |
| PE.6.3.02   | participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness (e.g., DDR).  |  |   |  |
| PE.6.3.03   | identify lifestyle behaviors to increase physical activity (e.g., taking stairs, walk/ride bike to school).  |  |   |  |

(PE.S.4) Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Performance Descriptors DE.S.4

| Distinguished   | Above Mastery   | Mastery   | Partial Mastery  | Novice   |
|---|---|---|--|--|
| Sixth grade students performing at the distinguished level will model and perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM; define the five components of FITNESSGRAM; examine the fitness benefits of a variety of physical activities; describe the necessity of warm-up and cool-down activities; practice the F.I.T.T. principle to achieve physical fitness. | Sixth grade students performing at the above mastery level will assess and apply the appropriate fitness/health related components to perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM; define the five components of FITNESSGRAM; examine the fitness benefits of a variety of physical activities; describe the necessity of warm-up and cool-down activities; practice the F.I.T.T. principle to achieve physical fitness. | Sixth grade students performing at the mastery level will perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM; define the five components of FITNESSGRAM; examine the fitness benefits of a variety of physical activities; describe the necessity of warm-up and cool-down activities; practice the F.I.T.T. principle to achieve physical fitness. | Sixth grade students performing at the partial mastery level will, with guidance and practice, perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM; define the five components of FITNESSGRAM; examine the fitness benefits of a variety of physical activities; describe the necessity of warm-up and cool-down activities; practice the F.I.T.T. principle to achieve physical fitness. | Sixth grade students performing at the novice level will need teacher and/or peer assistance and guidance to perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM; define the five components of FITNESSGRAM; examine the fitness benefits of a variety of physical activities; describe the necessity of warm-up and cool-down activities; practice the F.I.T.T. principle to achieve physical fitness. |

Objectives: Students will

- PE.6.4.01 perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM.
- PE.6.4.02 define the five components of FITNESSGRAM.
- PE.6.4.03 examine the fitness benefits of a variety of physical activities (e.g., stretching, walking).
- PE.6.4.04 describe the necessity of warm-up and cool-down activities.
- PE.6.4.05 practice the F.I.T.T. principle to achieve physical fitness.

(PE.S.5) Students will identify and apply responsible, personal and social behaviors in physical activity settings.

Performance Descriptors PE.S.5

| Distinguished                          | Above Mastery                                | Mastery  | Partial Mastery                                | Novice  |
|--|--|--|--|---|
| Sixth grade students performing at the | Sixth grade students performing at the above | Sixth grade students performing at the mastery | Sixth grade students performing at the partial | Sixth grade students performing at the novice |

|   |  |   |   |  |
|---|--|---|---|--|
| distinguished level will model and exemplify the personal and social behaviors to work cooperatively and productively in a group to accomplish a set goal/task; make appropriate decisions when applying rules, procedures, etiquette, and safety; practice behaviors that are supportive and inclusive in physical activity. | mastery level will initiate and apply the appropriate behaviors to work cooperatively and productively in a group to accomplish a set goal/task; make appropriate decisions when applying rules, procedures, etiquette, and safety; practice behaviors that are supportive and inclusive in physical activity. | level will: work cooperatively and productively in a group to accomplish a set goal/task; make appropriate decisions when applying rules, procedures, etiquette, and safety; practice behaviors that are supportive and inclusive in physical activity. | mastery level will need guidance to work cooperatively and productively in a group to accomplish a set goal/task; make appropriate decisions when applying rules, procedures, etiquette, and safety; practice behaviors that are supportive and inclusive in physical activity. | level will need teacher or peer assistance and guidance to work cooperatively and productively in a group to accomplish a set goal/task; make appropriate decisions when applying rules, procedures, etiquette, and safety; practice behaviors that are supportive and inclusive in physical activity. |
| <b>Objectives</b>   | <b>Students will</b>   |   |   |  |
| PE.6.5.01   | work cooperatively and productively in a group to accomplish a set goal/task.  |   |   |  |
| PE.6.5.02   | make appropriate decisions when applying rules, procedures, etiquette, and safety.   |   |   |  |
| PE.6.5.03   | practice behaviors that are supportive and inclusive in physical activity.   |   |   |  |

## Seventh Grade Physical Education Content Standards and Objectives

The physical education program of study at the seventh grade level continues to develop specialized skills, offers new opportunities to explore recreational activities and lifetime fitness activities, and builds on lifetime wellness and social skills concepts previously introduced. During this critical time period, changes due to maturation and growth affect the students' skill level as they adjust to physical changes. Social development is an important part of the physical education curriculum. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> 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 W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

| (PE.S.1) Students will: demonstrate movement patterns and motor skills needed to perform a variety of physical activities.   |  |   |  |   |
|--|--|---|--|---|
| Performance Descriptors PE.S.1   |  |   |  |   |
| Distinguished  | Above Mastery  | Mastery   | Partial Mastery  | Novice  |
| <p>Seventh grade students performing at the distinguished level will model and perform a variety of movement patterns while: participating in a variety of modified individual, dual and team sports; participating in a variety of non-competitive individual, dual and team activities; creating and perform a simple dance sequence in time to music.</p> | <p>Above grade students performing at the above mastery level will implement and perform proper movement patterns while: participating in a variety of modified individual, dual and team sports; participating in a variety of non-competitive individual, dual and team activities; creating and perform a simple dance sequence in time to music.</p> | <p>Seventh grade students performing at the mastery level will: participate in a variety of modified individual, dual and team sports; participate in a variety of non-competitive individual, dual and team activities; create and perform a simple dance sequence in time to music.</p> | <p>Seventh grade students performing at the partial mastery level will, with guidance: participate in a variety of modified individual, dual and team sports; participate in a variety of non-competitive individual, dual and team activities; create and perform a simple dance sequence in time to music.</p> | <p>Seventh grade students performing at the novice level, with teacher or peer assistance and guidance: participate in a variety of modified individual, dual and team sports; participate in a variety of non-competitive individual, dual and team activities; create and perform a simple dance sequence in time to music.</p> |
| <b>Objective</b>   |  |   |  |   |
| PE.7.1.01  | participate in a variety of modified individual, dual and team sports.   |   |  |   |
| PE.7.1.02  | participate in a variety of non-competitive individual, dual and team activities.  |   |  |   |
| PE.7.1.03  | create and perform a simple dance sequence in time to music.   |   |  |   |

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|----------|--|
| (PE.S.2) | Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills. |
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| Performance Descriptors PE.S.2  |   |   |  |  |
|---|---|---|--|--|
| Distinguished   | Above Mastery   | Mastery   | Partial Mastery  | Novice   |
| Seventh grade students performing at the distinguished level will model and evaluate the basic skills necessary to participate in movement forms; demonstrate knowledge of rules and terminology necessary to participate in movement forms; and utilize appropriate practice plans to independently improve performance. | Seventh grade students performing at the above mastery level will initiate and perform the basic skills necessary to participate in movement forms; demonstrate knowledge of rules and terminology necessary to participate in movement forms; and utilize appropriate practice plans to independently improve performance. | Seventh grade students performing at the mastery level will: analyze and demonstrate the basic skills necessary to participate in movement forms; reflect knowledge of rules and terminology necessary to participate in movement forms; and utilize appropriate practice plans to independently improve performance. | Seventh grade students performing at the partial mastery level will need guidance and practice to demonstrate the basic skills necessary to participate in movement forms, discuss knowledge of rules and terminology necessary to participate in movement forms, and apply appropriate practice plans to independently improve performance. | Seventh grade students performing at the novice level will need teacher and/or peer assistance and guidance and practice to demonstrate the basic skills necessary to participate in movement forms, discuss knowledge of rules and terminology necessary to participate in movement forms, and apply appropriate practice plans to independently improve performance. |
| <b>Objectives:</b>  |   |   |  |  |
| PE.7.2.01   | analyze and demonstrate the basic skills necessary to participate in movement forms (e.g., eye-hand, eye-foot coordination).  |   |  |  |
| PE.7.2.02   | reflect knowledge of rules and terminology necessary to participate in movement forms.  |   |  |  |
| PE.7.2.03   | utilize appropriate practice plans to independently improve performance (e.g., rubric, checklist).  |   |  |  |

(PE.S.3)  
Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

| Performance Descriptors PE.S.3   |   |   |  |   |
|--|---|---|--|---|
| Distinguished  | Above Mastery   | Mastery   | Partial Mastery  | Novice  |
| Seventh grade students performing at the distinguished level will determine and initiate physical activity opportunities available in their community and state both in and outside of school and research | Seventh grade students performing at the above mastery level will perform in physical activity opportunities available in their community and state both in and outside of school and research economic impact on | Seventh grade students performing at the mastery level will participate in physical activity opportunities available in their community and state both in and outside of school and research economic impact on | Seventh grade students performing at the partial mastery level will need guidance and encouragement to participate in physical activity opportunities available in their community and state both in and | Seventh grade students performing at the novice level will need teacher and/or peer assistance and encouragement to participate in physical activity opportunities available in their community and state both in and |

|  |  |   |   |
|--|--|---|---|
| economic impact on regional resources relating to physical activity. | regional resources relating to physical activity.  | regional resources relating to physical activity. | outside of school and research economic impact on regional resources relating to physical activity. |
| <b>Objective:</b>  | participate in physical activity available in their community and state (e.g., bicycling, golfing, white water rafting, kayaking, hunting, fishing, skiing, mountain biking, hiking, rock climbing). |   |   |
| PE.7.3.01  | research economic impact on regional resources relating to physical activity (e.g., internet search)   |   |   |
| PE.7.3.02  | participate in physical activities both in and outside of school (e.g., physical education class, intramurals, recreation leagues).  |   |   |
| PE.7.3.03  |  |   |   |

|   |   |   |  |
|---|---|---|--|
| <b>(DE.S.4)</b> Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.   |   |   |  |
| <b>Performance Descriptors DE.S.4</b>   |   |   |  |
| <b>Distinguished</b>  | <b>Above Mastery</b>  | <b>Mastery</b>  | <b>Partial Mastery</b>   |
| Seventh grade students performing at the distinguished level will model, perform and assess at the gender and age-appropriate health-related fitness standards and components defined in FITNESSGRAM, identify personal fitness needs and participate in physical activities to improve fitness and explain the principles of progression and overload. | Seventh grade students performing at the above mastery level will perform at the gender and age-appropriate health-related fitness standards and components defined in FITNESSGRAM, identify personal fitness needs and participate in physical activities to improve fitness and explain the principles of progression and overload. | Seventh grade students performing at the mastery level will meet the gender and age-appropriate health-related fitness standards and components defined in FITNESSGRAM, identify personal fitness needs and participate in physical activities to improve fitness and explain the principles of progression and overload. | Seventh grade students performing at the novice level will need teacher and/or peer assistance and practice to meet the gender and age-appropriate health-related fitness standards and components defined in FITNESSGRAM, identify personal fitness needs and participate in physical activities to improve fitness and explain the principles of progression and overload. |

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Objective:</b> |  |  |  |
| PE.7.4.01         | meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM.   |  |  |
| PE.7.4.02         | examine health-related fitness of FITNESSGRAM components (e.g., body composition, muscular strength, muscular endurance, cardiovascular endurance, and flexibility). |  |  |
| PE.7.4.03         | identify personal fitness needs and participate in physical activities to improve specified fitness components (e.g., strength, flexibility and body composition).   |  |  |
| PE.7.4.04         | explain the principles of progression and overload (e.g., gradual increase in F.I.T.T.).   |  |  |

| (PE.S.5) Students will identify and apply responsible, personal and social behaviors in physical activity settings.  |  |  |   |  |
|--|--|--|---|--|
| Performance Descriptors PE.S.5   |  |  |   |  |
| Distinguished  | Above Mastery  | Mastery  | Partial Mastery   | Novice   |
| Seventh grade students performing at the distinguished level will model and exemplify cooperative team building skills appropriate for physical activity including conflict resolution, knowledge of rules, etiquette and safety and practice decision-making and communication skills while participating in physical activity. | Seventh grade students performing at the above mastery level will initiate and practice cooperative team building skills appropriate for physical activity including conflict resolution, knowledge of rules, etiquette and safety and practice decision-making and communication skills while participating in physical activity. | Seventh grade students performing at the mastery level will demonstrate cooperative team building skills appropriate for physical activity including conflict resolution, knowledge of rules, etiquette and safety and practice decision-making and communication skills while participating in physical activity. | Seventh grade students performing at the partial mastery level will need guidance and encouragement to demonstrate cooperative team building skills appropriate for physical activity including conflict resolution, knowledge of rules, etiquette and safety and practice decision-making and communication skills while participating in physical activity. | Seventh grade students performing at the novice level will need teacher and/or peer assistance along with guidance and encouragement to demonstrate cooperative team building skills appropriate for physical activity including conflict resolution, knowledge of rules, etiquette and safety and practice decision-making and communication skills while participating in physical activity. |
| <b>Objectives</b>  |  |  |   |  |
| PE.7.5.01  | Students will demonstrate cooperative team building skills appropriate for physical activity (e.g., equal opportunity for participation).  |  |   |  |
| PE.7.5.02  | demonstrate appropriate conflict resolution skills (e.g., peer mediation).   |  |   |  |
| PE.7.5.03  | demonstrate knowledge of rules, etiquette and safety while participating in various physical activities (e.g. sportsmanship, fair play).   |  |   |  |
| PE.7.5.04  | practice decision-making and communication skills while participating in physical activity.  |  |   |  |

## Eighth Grade Physical Education Content Standards and Objectives

The eighth grade physical education program of study allows students to further explore individual interests in lifetime physical activities and gain the knowledge and skills for future participation. A strong emphasis on lifetime wellness, physical activity and social skills offers all students important benefits toward the goal of becoming a physically-active adult. Emphasis on rhythmic movement and motor skills allows for student creativity and talent to be showcased in a non-competitive manner. Safety must be stressed in all activities. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> 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 W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

| (P.E.S.1) Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities. |  |  |  |  |   |
|--|--|--|--|--|---|
| Performance Descriptors P.E.S.1  |  |  |  |  |   |
|  | Distinguished  | Above Mastery  | Mastery  | Partial Mastery  | Novice  |
|  | Eighth grade students performing at the distinguished level will model and perform advanced offensive and defensive strategy while participating in individual, dual, and team sports; implement basic techniques and safety procedures while participating in non-competitive lifetime physical activities and perform a variety of dances. | Eighth grade students performing at the above mastery level will anticipate and perform basic offensive and defensive strategy while participating in individual, dual, and team sports; implement basic techniques and safety procedures while participating in non-competitive lifetime physical activities and perform a variety of dances. | Eighth grade students performing at the mastery level will utilize basic offensive and defensive strategy while participating in individual, dual, and team sports; implement basic techniques and safety procedures while participating in non-competitive lifetime physical activities and perform a variety of dances | Eighth grade students performing at the partial mastery level will need guidance to demonstrate basic offensive and defensive strategy while participating in individual, dual, and team sports; implement basic techniques and safety procedures while participating in non-competitive lifetime physical activities and perform a variety of dances. | Eighth grade students performing at the novice level will need teacher and/or peer assistance along with guidance and practice to demonstrate basic offensive and defensive strategy while participating in individual, dual, and team sports; implement basic techniques and safety procedures while participating in non-competitive lifetime physical activities and perform a variety of dances |
| Objectives   | Students will  |  |  |  |   |
| PE.8.1.01  | utilize basic offensive and defensive strategy while participating in individual, dual, and team sports (e.g., lead-up games/activities).  |  |  |  |   |
| PE.8.1.02  | implement basic techniques and safety procedures while participating in non-competitive lifetime physical activity (e.g., use a spotter when lifting weights, shift gears one at a time while climbing a hill on a bicycle).   |  |  |  |   |
| PE.8.1.03  | perform a variety of dances (e.g., square, line and social).   |  |  |  |   |

(PE.S.2) Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills.

Performance Descriptors PE.S.2

| Distinguished  | Above Mastery   | Mastery  | Partial Mastery  | Novice  |
|--|---|--|--|---|
| Eighth grade students performing at the distinguished level will perform, model and critique various motor skills that increase physical activity participation and performance and identify characteristics of skilled performance. | Eighth grade students performing at the above mastery level will perform and evaluate various motor skills that increase physical activity participation and performance and identify characteristics of skilled performance. | Eighth grade students performing at the mastery level will demonstrate various motor skills that increase physical activity participation and performance and identify characteristics of skilled performance. | Eighth grade students performing at the partial mastery level will need guidance and practice to demonstrate various motor skills that increase physical activity participation and performance and identify characteristics of skilled performance. | Eighth grade students performing at the novice level will need teacher and/or peer assistance along with guidance and practice to demonstrate various motor skills that increase physical activity participation and performance and identify characteristics of skilled performance. |

**Objective:**

PE.8.2.01 demonstrate various motor skills that increase physical activity participation and performance  
 PE.8.2.02 identify characteristics of skilled performance (e.g., rubric, self/peer assessment).

(PE.S.3) Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Performance Descriptors PE.S.3

| Distinguished  | Above Mastery   | Mastery   | Partial Mastery  | Novice   |
|--|---|---|--|--|
| Eighth grade students performing at the distinguished level will devise a unique set of strategies to share with peers in developing an activity plan and predict the benefits of physical activity. | Eighth grade students performing at the above mastery level will incorporate the benefits of physical activity, design and implement a personal physical activity plan. | Eighth grade students performing at the mastery level will explain the benefits of physical activity and develop and implement a personal physical activity plan. | Eighth grade students performing at the partial mastery level will need guidance and encouragement to explain the benefits of physical activity and develop and implement a personal physical activity plan. | Eighth grade students performing at the novice level will need: teacher and/or peer assistance in addition to guidance and encouragement to explain the benefits of physical activity and develop and implement a personal physical activity plan. |

**Objective:**

PE.8.3.01 explain the benefits of physical activity (e.g., heart health, weight control).

PE.8.3.02 develop and implement a personal physical activity plan (e.g., where, when, cost, equipment, procedures).

| Performance Descriptors DE.S.4  |  |  |   |  |
|---|--|--|---|--|
| Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.   |  |  |   |  |
| Distinguished   | Above Mastery  | Mastery  | Partial Mastery   | Novice   |
| Eighth grade students performing at the distinguished level will model, perform and exemplify gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, will apply knowledge of progression and overload and assess personal fitness related to the five components of fitness. | Eighth grade students performing at the above mastery level will implement and perform the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, will apply knowledge of progression and overload and assess personal fitness related to the five components of fitness. | Eighth grade students performing at the mastery level will perform at gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, will apply knowledge of progression and assess personal fitness related to the five components of fitness. | Eighth grade students performing at the partial mastery level will need guidance and practice to perform at gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, will apply knowledge of progression and overload and assess personal fitness related to the five components of fitness. | Eighth grade students performing at the novice level will need teacher and/or peer assistance in addition to guidance and practice to meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, will apply knowledge of progression and overload and assess personal fitness related to the five components of fitness. |

| Objectives |  | Students will  |
|------------|--|--|
| PE.8.4.01  | perform at gender and age-appropriate health-related fitness standards defined in FITNESSGRAM. | perform at gender and age-appropriate health-related fitness standards defined in FITNESSGRAM.   |
| PE.8.4.02  | apply knowledge of progression and overload  | (e.g., gradual increase in F.I.T.T.) in the development of a personal fitness program.   |
| PE.8.4.03  | assess personal fitness related to the five components of fitness                              | (e.g., cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility) and participate in activities to improve specific fitness components. |

| Performance Descriptors PE.S.5   |   |  |   |  |
|--|---|--|---|--|
| Students will identify and apply responsible, personal and social behaviors in physical activity settings.                                   |   |  |   |  |
| Distinguished  | Above Mastery   | Mastery  | Partial Mastery   | Novice   |
| Eighth grade students performing at the distinguished level will model and exemplify the appropriate behaviors in physical activity settings | Eighth grade students performing at the above mastery level will initiate and perform appropriate behaviors in physical activity settings including | Eighth grade students performing at the mastery level will demonstrate appropriate behaviors in physical activity settings including proper rules, | Eighth grade students performing at the partial mastery level will need guidance and reinforcement to demonstrate appropriate behaviors in physical | Eighth grade students performing at the novice level will need teacher and/or peer assistance in addition to guidance and reinforcement to |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>including proper rules, etiquette and safety, discuss situations that may lead to conflict and practice mediation skills and recognize the affect peer pressure has on physical activity participation and performance.</p> | <p>proper rules, etiquette and safety, discuss situations that may lead to conflict and practice mediation skills and recognize the affect peer pressure has on physical activity participation and performance.</p> | <p>etiquette and safety, discuss situations that may lead to conflict and practice mediation skills and recognize the affect peer pressure has on physical activity participation and performance.</p> | <p>activity settings including proper rules, etiquette and safety, discuss situations that may lead to conflict and practice mediation skills and recognize the affect peer pressure has on physical activity participation and performance.</p> | <p>demonstrate appropriate behaviors in physical activity settings including proper rules, etiquette and safety that may lead to conflict and practice mediation skills and recognize the affect peer pressure has on physical activity participation and performance.</p> |
| <p><b>Objectives</b></p>   | <p><b>Students will</b></p>  |  |  |  |
| <p>PE.8.5.01</p>   | <p>demonstrate appropriate, responsible behaviors in physical activity settings including proper rules, etiquette and safety (e.g., sportsmanship, fair play, use of safety equipment-goggles, helmets).</p>         |  |  |  |
| <p>PE.8.5.02</p>   | <p>discuss situations that may lead to conflict and practice mediation skills (e.g., compromise, "I" messages).</p>  |  |  |  |
| <p>PE.8.5.03</p>   | <p>recognize the affect peer pressure has on physical activity participation and performance.</p>  |  |  |  |

## High School Physical Education Content Standards and Objectives

Physical education can be a vehicle through which high school students transition from adolescence to adulthood. High school physical education programs should focus on fitness, offer diverse movement patterns, development of motor skills and emphasize lifetime activities. Students need to be exposed to a wide variety of activities, both competitive and non-competitive that bring them enjoyment and challenge, thus enabling them to maintain an active lifestyle for a lifetime. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> 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 W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

| Performance Descriptors PE.S.1  |  |   |  |   |
|---|--|---|--|---|
| Distinguished   | Above Mastery  | Mastery   | Partial Mastery  | Novice  |
| Students performing at the distinguished level will demonstrate and model motor skills necessary to participate in a variety of physical activities. Students will exhibit proper procedures rules, and techniques. | Students performing at the above mastery level possess competent motor skills to participate in a variety of activities utilizing proper techniques. Students exhibit proper procedures and rules. | Students performing at the mastery level will participate and perform a variety of activities that combine many movement forms and skills using proper techniques. Students will explain proper procedures and rules. | Students performing at the partial mastery level will need additional practice of motor skills and movement patterns to participate and perform a variety of activities. Students will identify proper techniques, procedures and rules. | Students performing at the novice level will need additional instruction, repetition and practice of motor skills in order to participate and perform a variety of activities. Students will recall correct procedures and rules. |
| Objectives  |  |   |  |   |
| PE.HS.1.01  | Participate in a variety of team sports (e.g. Volleyball, basketball, soccer).   |   |  |   |
| PE.HS.1.02  | Participate in a variety of competitive/non-competitive individual and dual activities (e.g., tennis, golf, archery).  |   |  |   |
| PE.HS.1.03  | Participate in a variety of outdoor adventure activities (e.g., orienteering, canoeing, biking, hiking).   |   |  |   |
| PE.HS.1.04  | Participate in a variety of dance and rhythmic activities (e.g., line dancing, aerobics, yoga, square dancing).  |   |  |   |
| Performance Descriptors PE.S.2  |  |   |  |   |
| Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills.  |  |   |  |   |
| Distinguished   | Above Mastery  | Mastery   | Partial Mastery  | Novice  |
| Students performing at the  | Students performing at the   | Students performing at the  | Students performing at the   | Students performing at the  |

|   |  |   |   |   |
|---|--|---|---|---|
| distinguished level will be able to model, determine and perform motor skills and incorporate them into personal performance. | above mastery level will be able to identify, practice and perform motor skills and incorporate them into personal performance.    | mastery level will demonstrate proficiency in motor skills that enhance the principles of human movement and apply to personal performance. | partial mastery level will need additional practice to demonstrate competency in motor skills and begin to utilize principles of human movement to understand personal performance. | novice level will need additional instruction, repetition and practice to demonstrate competency in motor skills and identify principles of human movement to examine personal performance. |
| <b>Objectives</b> <b>Students will</b>  |  |   |   |   |
| PE.HS.2.01  | Identify, practice and apply discipline-specific skills (e.g., overhand serve, opposite hand-opposite foot, body balance, posture) |   |   |   |
| PE.HS.2.02  | recognize and perform movement skills that enhance motor development proficiency (e.g., body mechanics, balance)                   |   |   |   |
| PE.HS.2.03  | identify and explain specific motor skills (e.g., dribbling, passing, follow through) and incorporate into personal performances.  |   |   |   |

(P.E.S.3) Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

|  |   |   |  |   |
|--|---|---|--|---|
| <b>Performance Descriptors P.E.S.3</b>   |   |   |  |   |
| <b>Distinguished</b>   |   |   |  |   |
| Students performing at the distinguished level can explain physical activity behavior patterns that encourage participation for a healthy lifestyle. Students participate regularly in physical activity opportunities within their community, state or region and can predict how physical participation patterns change throughout a lifespan. | Students performing at the partial mastery level can communicate physical activity behavior patterns that encourage participation for a healthy lifestyle. Students participate regularly in various physical activity opportunities within their community, state or region and can analyze the social/economic factors that impact physical activity. | Students performing at the mastery level can examine physical activity behaviors both in and out of school that contribute to the development of a healthy lifestyle. Students will participate in and evaluate various physical activity opportunities within their community/state. Students will also be able to evaluate behavior patterns and the social/economic factors that impact physical activity. | Students performing at the partial mastery level will need encouragement and guidance to: recognize lifestyle behaviors that increase physical activity, document participation in physical activity in addition to physical education class, and list how participation patterns change throughout the life span. Students will be able to locate physical activity opportunities within their community/state and review the social/economic factors that will impact physical activity. | Students performing at the novice level will need assistance to identify physical activity in addition to physical education class, will need prompts to list how participation patterns change throughout the life span. Students will be able to list physical activity opportunities within their community/state and state the social/economic factors that can impact physical activity. |

|  |   |  |  |  |
|--|---|--|--|--|
| <b>Objectives</b> <b>Students will</b> |   |  |  |  |
| PE.HS.3.01                             | determine behaviors and activities that increase physical activity in addition to physical education class. |  |  |  |
| PE.HS.3.02                             | explain how physical activity participation patterns are likely to change throughout the life span.         |  |  |  |

|            |  |
|------------|--|
| PE.HS.3.03 | identify and describe local, state, national, and/or international fitness and recreational resources and organizations. |
| PE.HS.3.04 | assess the social/economic factors that impact physical activity.  |

| Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.  |   |   |   |  |
|--|---|---|---|--|
| Performance Descriptors DE.S.4   |   |   |   |  |
| Distinguished  | Above Mastery   | Mastery   | Partial Mastery   | Novice   |
| Students performing at the distinguished level will exceed the gender and age appropriate fitness standard for Fitnessgram. Students can evaluate the five components of fitness, model for others the principles of training in implementing a personal fitness program. Students can assess the fitness values of various physical activities. | Students performing at the above mastery level will perform at the gender and age appropriate fitness standard for Fitnessgram. Students can express the five components of fitness and utilize the principles of training in creating a personal fitness program. Students can evaluate the fitness values of various physical activities. | Students performing at the mastery level will participate at the gender and age appropriate fitness standard for Fitnessgram. Students can explain the five components of fitness, recognize the fitness value of various physical activities and can outline a personal fitness program. | Students performing at the partial mastery level will meet the gender and age appropriate fitness standard for Fitnessgram. Students can list the five components of fitness and may need encouragement to recognize the fitness value of various physical activities and can explain a personal fitness program. | Students performing at the novice level will need additional practice and repetition to meet the age and gender appropriate fitness standard for Fitnessgram. Students can recall the five components of fitness and will need encouragement to state the fitness value of various physical activities and to design a personal fitness program. |
| Objectives: Students will  |   |   |   |  |
| PE.HS.4.01   | perform at the gender and age-appropriate health-related fitness standards defined in Fitnessgram.  |   |   |  |
| PE.HS.4.02   | interpret and compare personal fitness related to the five components of fitness: cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility.   |   |   |  |
| PE.HS.4.03   | practice principles of training in the design and implementation of a personal fitness program.   |   |   |  |
| PE.HS.4.04   | compare and contrast the fitness values of various physical activities.   |   |   |  |

| Students will identify and apply responsible, personal and social behaviors in physical activity settings.                   |   |  |   |  |
|--|---|--|---|--|
| Performance Descriptors PE.S.5   |   |  |   |  |
| Distinguished  | Above Mastery   | Mastery  | Partial Mastery   | Novice   |
| Students performing at the distinguished level will: assess potential dangers of physical activity and develop strategies to | Students performing at the above mastery level will: anticipate potential dangers of physical activity and analyze solutions to | Students performing at the mastery level will: recognize potential dangers of physical activity and predict ways to minimize | Students performing at the partial mastery level will need encouragement and guidance to: cite potential dangers of physical activity | Students performing at the novice level will need assistance to: recognize potential dangers of physical activity and identify |

|   |  |   |   |  |
|---|--|---|---|--|
| minimize associated risks; model and promote responsible/considerate personal behavior in physical activity settings; model proper procedures, etiquette and fair play in all physical activity settings; and can determine peer pressure on physical activity participation and performance. | minimize associated risks; perform responsible/considerate personal behavior in physical activity settings; utilize proper procedures, demonstrate etiquette and fair play in all physical activity settings; analyze the influence of peer pressure on physical activity participation and performance. | associated risks; demonstrate responsible/considerate personal behavior in physical activity settings; identify proper procedures, etiquette and fair play in physical activity settings; identify the influence of peer pressure on physical activity participation and performance. | and identify ways to minimize associated risks. Students will need repetition to practice responsible/considerate behavior in physical activity settings including proper etiquette and fair play. Students begin to recognize the influence of peer pressure on physical activity participation and performance. | ways to minimize associated risks. Students will need additional prompts and encouragement to demonstrate responsible/considerate personal behavior in physical activity settings including proper etiquette and fair play. Students will need assistance to anticipate the influence of peer pressure on physical activity and performance. |
| <b>Objectives</b>   | <b>Students will</b>   |   |   |  |
| PE.HS.5.01  | examine potential dangers of physical activity and determine how to minimize associated risks.   |   |   |  |
| PE.HS.5.02  | utilize responsible/considerate personal behaviors in physical activity settings.  |   |   |  |
| PE.HS.5.03  | practice proper procedures, demonstrate etiquette and fair play in physical activity settings.   |   |   |  |
| PE.HS.5.04  | explain the influence of peer pressure on physical activity participation and performance.   |   |   |  |

## FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT State Board Policy 2520.6: 21<sup>st</sup> Century Physical 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           | \$ 0     | \$ 0     | \$ 0        | \$ 0 | \$ 0       |
| CURRENT EXPENSES            |          |          |             |      |            |
| REPAIRS/ALTERATIONS         |          |          |             |      |            |
| EQUIPMENT                   |          |          |             |      |            |
| OTHER                       |          |          |             |      |            |
| 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 2520.6 -- 21st Century Physical Education 5-12 Content Standards and Objectives for West Virginia**  
**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   |
|---------|---|--|-------------|---|
| 2/12/07 | Cathy Aites, Student / Fairmont State University                | <p>§126-44F-1. General.</p> <p>I disapprove of leaving out the content standards for K-4. As a physical education major, this move would cause us to regress in our efforts to encourage physical activity for the good health. Children's attitudes and behaviors are set early in life. Fifth grade is too late to encourage healthy behaviors for life.</p> | A/-         | The 21st 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.   |
| 2/12/07 | Joshua Boyce, Community Member Role / Fairmont State University | Physical Education is under emphasised as it is, we need to keep phys. Ed. in our schools as a seperate, individual class.   | N/-         | 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 | andrew Cochran, Parent-Family Role / No address                 | I strongly believe it is a necessity to have more professional physical and health educators in our elementary schools.  | N/o         | The West Virginia Department of Education's Office of Certification has been consulted concerning   |

| Date    | Individual/Organization                                | Comments   | Action/<br>Type | Rationale   |
|---------|--|--|-----------------|---|
| 2/12/07 | Taylor Dangler, Student /<br>Fairmont State University | I feel that the CSO's are needed for all levels. This is what holds the structure to a properly run and good physical education program. At this level it is important to have a well defined and structured class. At this level it is important that we start a development stage for the students and show them the importance of good fitness. Without a structured course there is no telling what could happen to the students levels of fitness.  | N/o             | 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. |
| 2/12/07 | Mike DeRose, Student /<br>Fairmont State University    | I think that all the CSO's are needed for K-4 Physical Education because it gives the teachers something to go by. We, as students, have always been taught to follow the CSO's when we reach that point as teachers. If you take that away from us then all the teaching we had throughout college and all the lesson plans we had to do were basically all for none. So I think it is essential that all Physical Education CSO's are kept intact.   | N/-             | The 21st 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.   |
| 2/12/07 | Mike Donato, Community<br>Member Role / Fairmont       | Removing the content standards for grades K-4 would not only hurt the children involved, but also affect the teachers and administrators as well. If there is no level of creditability put in place which the CSO's provide, it could seriously impact the development of our young people. Children at that age are very impressionable. If we do not make sure that the proper steps are in place to insure their proper development, who knows what will happen to them. CSO's ensure that teachers across the state of West Virginia are teaching children the proper techniques (meaning walking, running, balance...etc). If doesn't make sense to just let a math or english | N/-             | The 21st 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.   |

| Date    | Individual/Organization  | Comments   | Action/<br>Type | Rationale  |
|---------|--|--|-----------------|--|
| 2/12/07 | Blaine Durst, PE Student /<br>Fairmont State University              | <p>teacher wing it and teach whatever they feel like, why let a physical education teacher do the same?</p> <p>I think that leaving out k-4 CSO's is a very unrealistic act. If this happen how are the teachers today going to build a strong foundation for what is going to be taught in the later grade. These CSO's are important to the developmental levels of the children. Students are going to start a lifestyle without fitness and do you think they will ever change unless they have to? Prime example look at the obesity rate in West Virginia. I think that getting rid of the k-4 CSO's will create more of a problem than we ever imagine.</p> | N/-             | The 21 <sup>st</sup> 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, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant. |
| 2/12/07 | Alana Hawkins, Student /<br>Fairmont State University                | <p>Taking Content Standard Objectives away from grades K-4 may decrease the school system's physical education department. These CSO's are critical for the development of children to evolve into healthier adolescents and adults.</p> <p>The rate of obesity in this state is ridiculously high and by taking away these standards it will cause a greater risk for he obesity factor to rise even higher. Children at this age are learning fundamental skills, which are important for furthering their own abilities in becoming a future athlete.</p>   | N/-             | The 21 <sup>st</sup> 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, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant. |
| 2/12/07 | Kristi Kiefer, Assistant<br>Professor / Fairmont State<br>University | <p>I am appalled with the suggestion of the inten to remove the PE content standards and objectives from K-4. This will have an impact on the accountability of PE during the crucial years of Eelmentary school. With the childhood obesity rate of WV at an epidemic leve? What are we thinking?? I implore you to reconsider this action for the sake of our kids.</p>  | N/-             | The 21 <sup>st</sup> 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  |
|---------|---|--|-------------|--|
| 2/12/07 | Mandy, Student / Fairmont State University          | Removing CSO's from Physical Education (K-4) will diminish the importance of Physical Education for those grade levels. By having zero standards for those levels, those who are not qualified in Physical Education will not see the importance it has on a student's well being, present and future. This could result in the termination of Physical Education programs in many public schools. | N/-         | similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant.   |
| 2/12/07 | Jacob Orr, Student / Fairmont State University      | removing the CSOs from grades K-4 would be a huge mistake because kids need to learn the basic skills for movement and this is where most children are introduced to learning how to live a healthy happy life,  | N/-         | The 21 <sup>st</sup> 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, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant. |
| 2/12/07 | Cortney Pritts, Student / Fairmont State University | I strongly disapprove of disregarding the CSO's for K-4 because the standards are the driving force behind the teachers. That is how they are held accountable.  | N/-         | The 21 <sup>st</sup> 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, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant. |

| Date    | Individual/Organization  | Comments  | Action/<br>Type | Rationale   |
|---------|--|---|-----------------|---|
|         |  | <p>The CSO's are also very important because they are teaching skills to children that they will use as they grow older. Active children become active adults.</p>  |                 | <p>examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant.</p>  |
| 2/12/07 | <p>Marsha Roberts, PE<br/>Teacher K-6 / Cameron Elementary School</p>                                      | <p>1.Reduced physical activity opportunities for children.<br/>2. Reverses the progress made in moving toward national standards. 3. Not following national standards makes it difficult to use curriculum tools and take advantage of funding opportunities. 4. There has been no input from key West Virginia stakeholders or higher education.</p> | N/-             | <p>The 21st 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.</p> <p>The 21<sup>st</sup> 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, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant.</p> |
| 2/12/07 | <p>Name: Carolyn Crislip-Tacy,<br/>Chair of Health &amp; Human Performance / Fairmont State University</p> | <p>I strongly disapprove that the CSO's do not include K-4. I assume this is in response to the 21st Century initiative but I find this proposal to be in contradiction to one stated major "emphasis" areas: Health and</p>  | N/-             | <p>The 21st Century Wellness Content Standards and Objectives design team used current National Health and</p>  |

| Date | Individual/Organization | Comments  | Action/Type | Rationale   |
|------|-------------------------|---|-------------|---|
|      |                         | <p>Wellness Awareness. Within the structure of this emphasis area is "education" which includes health education AND physical education.</p> <p>Most of the new objectives are health related and cognitive in nature...but the benefit of physical activity gained is from "doing" ...not reading about it...</p> <p>In the 21st Century workshops I have been attending... there is much discussion about the brain... and what we now know and how the learners are changing. Along with this is all the new information we have gained concerning the role of movement and exercise in brain function we need a greater emphasis in physical education not removing it from K-4. We know physical activity boosts learning first by enhancing circulation so that individual neurons can get more nutrients and oxygen. Secondly, it spurs the production of a hormone NGF (nerve growth factor) that enhances brain function. Third, gross motor repetitive movements can stimulate the production of dopamine, a mood-enhancing neurotransmitter.</p> <p>We know that physical activity is a key factor in obesity...we KNOW how WV fares in this issue...our children in WV are likely to be the first generation of children who will not outlive their parents if we don't curb this dangerous trend.</p> <p>I believe that if we discontinue K-4 standards...a couple of things may happen...1: schools/instructors are driven by what they are held accountable for and not having standards will give some schools the justification not to have programs at some point. 2: Without QUALITY physical education programs our children lose big time.</p> <p>There are many 21st Century skills (leadership, communication skills, thinking and reasoning, social and personal accountability, etc.)that are taught in physical education...starting with the very young children... dropping the CSO's for K-4 negates that anything important is going on in those years!</p> <p>I have two children in the public school system...I care</p> |             | <p>Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The 21<sup>st</sup> 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, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant.</p> |

| Date   | Individual/Organization                          | Comments  | Action/<br>Type | Rationale  |
|--------|--|---|-----------------|--|
|        |  | <p>about these issues for them and all the other WV young children who will follow them... Please rethink the ramifications of what you are doing... regular elementary teachers do not have time to fill the gap... Thanks for you time and consideration of my opinions.</p>                |                 |  |
| 2/9/07 | Susan Long, PE Teacher / Frankfort Middle School | <p><b>\$126-44F-3. Incorporation by Reference.</b></p> <p>I believe combining the standards under one content area will loose the effect of distinguishing the two disciplines. The content area will need to be taught by a certified people to get the complete curriculum implemented.</p> | N/-             | <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> |

## Brenda Freed

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, February 12, 2007 11:25 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 11:24:51)

Please save this email in a "Comments Received Online" folder.  
Your folder will be a backup. All comments are saved in our database.  
The Complete Comments Report from the database can be found here:  
<http://129.71.2.32/r.html?id=196f9ae65e96f94208b7c1b7ccb7a96d>  
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.6

#####  
#

Name: Cathy Aites  
Organization: Fairmont State University  
Email: caites1@fairmontstate.edu  
Title: student  
Address1: Route 6 Box 65B  
Address2:  
City/State/Zip: Fairmont, WV 26554  
Role: Community Member  
Posted: 2007-02-12 11:24:51  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General

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I disapprove of leaving out the content standards for K-4. As a physical education major, this move would cause us to regress in our efforts to encourage physical activity for the good health. Children's attitudes and behaviors are set early in life. Fifth grade is too late to encourage healthy behaviors for life.

Comments for section 126-44F-2 Purpose

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

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

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

**Brenda Freed**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, February 12, 2007 10:58 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 10:57:53)

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<http://129.71.2.32/r.html?id=196f9ae65e96f94208b7clb7ccb7a96d>  
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.6  
#####  
#  
Name: Joshua Boyce  
Organization:  
Email: jboyce2@fairmontstate.edu  
Title:  
Address1: 128 Westland Estates  
Address2:  
City/State/Zip: Winfield, WV 25213  
Role: Community Member  
Posted: 2007-02-12 10:57:53  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General  
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Physical Education is under emphasised as it is, we need to keep phys.Ed. in our schools as a seperate, individual class.

Comments for section 126-44F-2 Purpose  
-----

Comments for section 126-44F-3 Incorporation by References  
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Comments for section 126-44F-4 Summary of the Content Standards and Objectives  
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Comments for section 126-44F 21 Century Physical Education 5-12 Content Standards and Objectives for West Virginia Schools  
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**Brenda Freed**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, February 12, 2007 10:36 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 10:35:53)

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<http://129.71.2.32/r.html?id=196f9ae65e96f94208b7c1b7ccb7a96d>  
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.6  
#####  
#  
Name: andrew Cochran  
Organization:  
Email: cochranandrew@yahoo.com  
Title:  
Address1:  
Address2:  
City/State/Zip: ,  
Role: Parent-Family  
Posted: 2007-02-12 10:35:53  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General  
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I strongly believe it is a necessity to have more professional physical and health educators in our elementary schools.

Comments for section 126-44F-2 Purpose  
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Comments for section 126-44F-3 Incorporation by References  
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Comments for section 126-44F-4 Summary of the Content Standards and Objectives  
-----

Comments for section 126-44F 21 Century Physical Education 5-12 Content Standards and Objectives for West Virginia Schools  
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**Brenda Freed**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, February 12, 2007 11:14 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 11:14:05)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.6  
#####  
#  
Name: Taylor Dangler  
Organization: Fairmont State  
Email: tdangler@fairmontstate.edu  
Title: Student  
Address1: 1281 Airport Rd.  
Address2:  
City/State/Zip: Fairmont, Wv 26554  
Role: Community Member  
Posted: 2007-02-12 11:14:05  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General  
-----

I feel that the CSO's are needed for all levels. This is what holds the structure to a properly run and good physical education program. At this level it is important to have a well defined and structured class. At this level it is important that we start a development stage for the students and show them the impotance of good fitness. Without a structured course there is no telling what could happen to the students levels of fitness.

Comments for section 126-44F-2 Purpose  
-----

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

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

Comments for section 126-44F 21 Century Physical 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 11:13 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 11:13:08)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.6

#####  
#

Name: Mike DeRose  
Organization: Fairmont State  
Email: derose84@yahoo.com  
Title: Student  
Address1: 5101 Orchard Drive  
Address2:  
City/State/Zip: Parkersburg, WV 26105  
Role: Community Member  
Posted: 2007-02-12 11:13:08  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General

-----  
I think that all the CSO's are needed for K-4 Physical Education because it gives the teachers something to go by. We, as students, have always been taught to follow the CSO's when we reach that point as teachers. If you take that away from us then all the teaching we had throughout college and all the lesson plans we had to do were basically all for none. So i think it is essential that all Physical Education CSO's are kept intact.

Comments for section 126-44F-2 Purpose

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

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

Comments for section 126-44F 21 Century Physical 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 11:15 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 11:14:57)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.6  
#####  
#  
Name: Mike Donato  
Organization: Fairmont State University  
Email: mdonatol@fairmontstate.edu  
Title:  
Address1: 207 Windy Hill Dr.  
Address2:  
City/State/Zip: Mannington, WV 26582  
Role: Community Member  
Posted: 2007-02-12 11:14:57  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General  
-----

Removing the content standards for grades K-4 would not only hurt the children involved, but also affect the teachers and administrators as well.  
If there is no level of creditability put in place which the CSO's provide, it could seriously impact the development of our young people. Children at that age are very impressionable. If we do not make sure that the proper steps are in place to insure their proper development, who knows what will happen to them. CSO's ensure that teachers across the state of West Virginia are teaching children the proper techniques (meaning walking, running, balance...etc). If doesn't make sense to just let a math or english teacher wing it and teach whatever they feel like, why let a physical education teacher do the same?

Comments for section 126-44F-2 Purpose  
-----

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

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

Comments for section 126-44F 21 Century Physical 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 11:18 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 11:17:33)

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Comment Received for Policy 2520.6

#####  
#

Name: Blaine Durst  
Organization: Fairmont State University  
Email: ddurst@fairmontstate.edu  
Title: Physical Education Student  
Address1: 1003 Pike St. Barrackville WV  
Address2: P.O. Box 732 26559  
City/State/Zip: Fairmont, wv 26554  
Role: Community Member  
Posted: 2007-02-12 11:17:33  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General

-----  
I think that leaving out k-4 CSO's is a very unrealistic act. If this happen how are the teachers today going to build a strong foundation for what is going to be taught in the later grade. These CSO's are important to the developmental levels of the children. Students are going to start a lifestyle without fitness and do you think they will ever change unless they have to? Prime example look at the obesity rate in West Virginia. I think that getting rid of the k-4 CSO's will create more of a problem than we ever imagine.

Comments for section 126-44F-2 Purpose

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

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

Comments for section 126-44F 21 Century Physical 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 11:18 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 11:17:33)

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<http://129.71.2.32/r.html?id=196f9ae65e96f94208b7c1b7ccb7a96d>  
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.6

#####  
#

Name: Blaine Durst  
Organization: Fairmont State University  
Email: ddurst@fairmontstate.edu  
Title: Physical Education Student  
Address1: 1003 Pike St. Barrackville WV  
Address2: P.O. Box 732 26559  
City/State/Zip: Fairmont, wv 26554  
Role: Community Member  
Posted: 2007-02-12 11:17:33  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General

-----  
I think that leaving out k-4 CSO's is a very unrealistic act. If this happen how are the teachers today going to build a strong foundation for what is going to be taught in the later grade. These CSO's are important to the developmental levels of the children. Students are going to start a lifestyle without fitness and do you think they will ever change unless they have to? Prime example look at the obesity rate in West Virginia. I think that getting rid of the k-4 CSO's will create more of a problem than we ever imagine.

Comments for section 126-44F-2 Purpose

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

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

Comments for section 126-44F 21 Century Physical 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 11:13 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 11:13:18)

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Comment Received for Policy 2520.6  
#####  
#  
Name: Alana Hawkins  
Organization: Fairmont State University  
Email: alanabee21@hotmail.com  
Title: student  
Address1: 274 McCullough st. apt c-3  
Address2:  
City/State/Zip: Morgantown, WV 26505  
Role: Community Member  
Posted: 2007-02-12 11:13:18  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General  
-----

Taking Content Standard Objectives away from grades K-4 may decrease the school system's physical education department. These CSO's are critical for the development of children to evolve into healthier adolescents and adults.  
The rate of obesity in this state is rediculously high and by taking away these standards it will cause a greater risk for he obesity factor to rise even higher. Children at this age are learning fundamental skills, which are important for furthering their own abilities in becoming a future athlete.

Comments for section 126-44F-2 Purpose  
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Comments for section 126-44F-3 Incorporation by References  
-----

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

Comments for section 126-44F 21 Century Physical 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 9:09 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 09:08:54)

Please save this email in a "Comments Received Online" folder.  
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Comment Received for Policy 2520.6  
#####  
#  
Name: Kristi Kiefer  
Organization:  
Email: kkiefer@fairmontstate.edu  
Title: Assistant Professor  
Address1: 1201 Locust Avenue  
Address2:  
City/State/Zip: Fairmont, WV 26554  
Role: Teacher  
Posted: 2007-02-12 09:08:54  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1    General  
-----

Comments for section 126-44F-2    Purpose  
-----

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

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

Comments for section 126-44F    21 Century Physical Education 5-12 Content Standards and Objectives for West Virginia Schools  
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I am appalled with the suggestion of the inten to remove the PE content standards and objectives from K-4. This will will have an impact on the accountability of PE during the crucial years of Eelementary school. With the childhood obesity rate of WV at an epidemic leve? What are we thinking??  
I implore you to reconsider this action for the sake of our kids.

**Brenda Freed**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, February 12, 2007 11:13 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 11:13:07)

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Comment Received for Policy 2520.6  
#####  
#  
Name: Mandy  
Organization: Fairmont State University  
Email: abatton@fairmontstate.edu  
Title: Student  
Address1: 902 Locust Avenue  
Address2: Apt. 1  
City/State/Zip: Fairmont, WV 26554  
Role: Community Member  
Posted: 2007-02-12 11:13:07  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General  
-----

Removing CSO's from Physical Education (K-4) will diminish the importance of Physical Education for those grade levels. By having zero standards for those levels, those who are not qualified in Physical Education will not see the importance it has on a student's well being, present and future. This could result in the termination of Physical Education programs in many public schools.

Comments for section 126-44F-2 Purpose  
-----

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

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

Comments for section 126-44F 21 Century Physical 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 11:12 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 11:11:40)

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Comment Received for Policy 2520.6  
#####  
#  
Name: Cortney Pritts  
Organization:  
Email: cpritts@fairmontstate.edu  
Title: Student  
Address1: 1145 Eastwood Drive  
Address2:  
City/State/Zip: Fairmont, WV 26554  
Role: Community Member  
Posted: 2007-02-12 11:11:40  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General  
-----

I strongly disapprove of disregarding the CSO's for K-4 because the standards are the driving force behind the teachers. That is how they are held accountable. The CSO's are also very important because they are teaching skills to children that they will use as they grow older. Active children become active adults.

Comments for section 126-44F-2 Purpose  
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Comments for section 126-44F-3 Incorporation by References  
-----

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

Comments for section 126-44F 21 Century Physical 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 12:30 PM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 12:29:46)

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Comment Received for Policy 2520.6

#####  
#

Name: Marsha Roberts  
Organization:  
Email: mrjrober@access.k12.wv.us  
Title: Physical Education Teacher K-6  
Address1: 12 Church Street  
Address2:  
City/State/Zip: Cameron, WV 26003  
Role: Teacher  
Posted: 2007-02-12 12:29:46  
Posted from IP: 168.216.204.26

Comments for section 126-44F-1 General

---

1.Reduced physical activity opportunities for children. 2.Reverses the progress made in moving toward national standards. 3.Not following national standards makes it difficult to use curriculum tools and take advantage of funding opportunities. 4. There has been no input from key West Virginia stakeholders or higher education.

Comments for section 126-44F-2 Purpose

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

---

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

---

Comments for section 126-44F 21 Century Physical 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 10:41 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 10:41:19)

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Comment Received for Policy 2520.6

#####  
#

Name: Carolyn Crislip-Tacy  
Organization: Fairmont State University  
Email: ccrisliptacy@fairmontstate.edu  
Title: Chair of Health & Human Performance  
Address1: 901 Fleming Ave  
Address2:  
City/State/Zip: Fairmont, WV 26554  
Role: Teacher  
Posted: 2007-02-12 10:41:19  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General

-----  
I strongly disapprove that the CSO's do not include K-4. I assume this is in response to the 21st Century initiative but I find this proposal to be in contradiction to one stated major "emphasis" areas: Health and Wellness Awareness. Within the structure of this emphasis area is "education" which includes health education AND physical education. Most of the new objectives are health related and cognitive in nature...but the benefit of physical activity gained is from "doing"...not reading about it...

In the 21st Century workshops I have been attending... there is much discussion about the brain... and what we now know and how the learners are changing. Along with this is all the new information we have gained concerning the role of movement and exercise in brain function we need a greater emphasis in physical education not removing it from K-4. We know physical activity boosts learning first by enhancing circulation so that individual neurons can get more nutrients and oxygen. Secondly, it spurs the production of a hormone NGF (nerve growth factor) that enhances brain function. Third, gross motor repetitive movements can stimulate the production of dopamine, a mood-enhancing neurotransmitter.

We know that physical activity is a key factor in obesity...we KNOW how WV fares in this issue...our children in WV are likely to be the first generation of children who will not outlive their parents if we don't curb this dangerous trend. I believe that if we discontinue K-4 standards...a couple of things may happen...1: schools/instructors are driven by what they are held accountable for and not having standards will give some schools the justification not to have programs at some point. 2: Without QUALITY physical education programs our children lose big time.

There are many 21st Century skills (leadership, communication skills, thinking and reasoning, social and personal accountability, etc.)that are taught in physical education...starting with the very young children... dropping the CSO's for K-4 negates that anything important is going on in those years!

I have two children in the public school system...I care about these issues for them and all the other WV young children who will follow them... Please rethink the ramifications of what you are doing... regular elementary teachers do not have time to fill the gap... Thanks for you time and consideration of my opinions.

Comments for section 126-44F-2 Purpose

Comments for section 126-44F-3 Incorporation by References  
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Comments for section 126-44F-4 Summary of the Content Standards and  
Objectives  
-----

Comments for section 126-44F 21 Century Physical 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 2:13 PM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 14:13:10)

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Comment Received for Policy 2520.6

#####  
#

Name: Susan Long  
Organization: Frankfort Middle School  
Email: splong@access.k12.wv.us  
Title: PE Teacher  
Address1: Rt. 3 Box 170  
Address2:  
City/State/Zip: Ridgeley, , WV 26753  
Role: Teacher  
Posted: 2007-02-12 14:13:10  
Posted from IP: 168.216.136.240

Comments for section 126-44F-1    General  
-----

Comments for section 126-44F-2    Purpose  
-----

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

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

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

I believe combining the standards under one content area will loose the effect of distinguishing the two disciplines. The content area will need to be taught by a certified people to get the complete curriculum implemented.

**Brenda Freed**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, February 12, 2007 11:16 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 11:16:06)

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Comment Received for Policy 2520.6

#####  
#

Name: Kevin Cayton  
Organization: Fairmont State University  
Email: caytonkevin@yahoo.com  
Title: Student  
Address1:  
Address2:  
City/State/Zip: Fairmont, WV 26554  
Role: Community Member  
Posted: 2007-02-12 11:16:06  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General

-----  
I recently learned that it has been brought up to remove the CSO's ,in physcial education, from grades K-4. I don't think that would be good for the children or the teachers to do that. I realize that you are not planning on taking P.E. completely out of the schools at that level but over time it looks like it might come to that. The children need that knowledge and uses of P.E. to promote healthy lifestyle. West Virginia has alot of over weight kids and over time if P.E. is taken out of the K-4 can not good for the students.

Comments for section 126-44F-2 Purpose

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

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

Comments for section 126-44F 21 Century Physical 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 11:15 AM  
**To:** fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.6 (2007-02-12 11:14:31)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.6

#####  
#

Name: Jacob Orr  
Organization: Fairmont State University  
Email: jorr@fairmontstate.edu  
Title: student  
Address1:  
Address2:  
City/State/Zip: fairmont, wv 26554  
Role: Community Member  
Posted: 2007-02-12 11:14:31  
Posted from IP: 129.71.73.254

Comments for section 126-44F-1 General

-----  
removing the CSOs from grades K-4 would be a huge mistake because kids need to learn the basic skills for movement and this is where most children are introduced to learning how to live a healthy happy life,

Comments for section 126-44F-2 Purpose

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

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

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

**Brenda Freed**

---

**From:** Rick Deem [rddeem@access.k12.wv.us]  
**Sent:** Sunday, March 18, 2007 12:36 PM  
**To:** 'Brenda Freed'  
**Subject:** FW: Comment Received for Policy 2520.6 (2007-02-12 14:13:10)

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

From: Nobody [mailto:nobody@wvde.state.wv.us]  
Sent: Monday, February 12, 2007 2:13 PM  
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
Subject: Comment Received for Policy 2520.6 (2007-02-12 14:13:10)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.6

#####  
#

Name: Susan Long  
Organization: Frankfort Middle School  
Email: splong@access.k12.wv.us  
Title: PE Teacher  
Address1: Rt. 3 Box 170  
Address2:  
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Comments for section 126-44F-1    General  
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Comments for section 126-44F-2    Purpose  
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Comments for section 126-44F-3    Incorporation by References  
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Comments for section 126-44F-4    Summary of the Content Standards and Objectives  
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Comments for section 126-44F    21 Century Physical Education 5-12 Content Standards and Objectives for West Virginia Schools  
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I believe combining the standards under one content area will loose the effect of distinguishing the two disciplines. The content area will need to be taught by a certified people to get the complete curriculum implemented.