

WEST VIRGINIA
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #2

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2007 JAN 12 PM 1:35
OFFICE WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

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

AMENDMENT TO AN EXISTING RULE: YES NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44T

TITLE OF RULE BEING PROPOSED: 21st Century Wellness PreK-4 Content Standards and Objectives for West Virginia Schools (2520.55)

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON February 12, 2007 AT 4:00 p.m.. ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS:

Carla Williamson

Office of Instruction

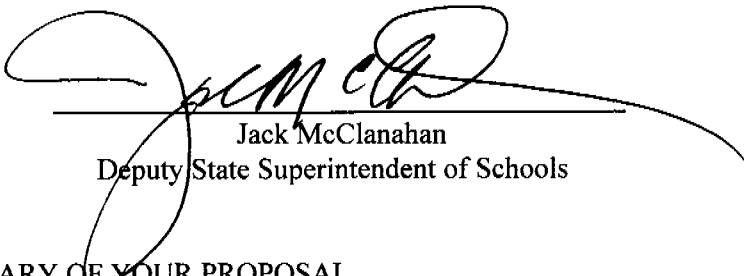
West Virginia Department of Education

Capitol Building 6, Room 304

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

COMMENTS TO BE CONSIDERED ARE LIMITED TO THIS PROPOSED RULE.



Jack McClanahan
Deputy State Superintendent of Schools

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

**EXECUTIVE SUMMARY
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY 2520.55.
21st CENTURY WELLNESS PREK-4 CONTENT STANDARDS AND
OBJECTIVES FOR WEST VIRGINIA SCHOOLS**

Policy Number and Title: West Virginia Board Of Education Policy 2520.55: *21st Century WELLNESS PreK-4 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 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: Policies 2520.5 (Health Education) and 2520.6 (Physical Education) were combined to be replaced with Policy 2520.55 Wellness in grades PreK-4.

The format of the wellness CSOs has been designed to facilitate easier use by West Virginia educators.

The wellness CSOs have been revised to:

- combine the health and physical education national standards into six standards re-named "Wellness" for grades PreK-4
- incorporate higher levels of critical thinking skills and problem solving skills
- establish a groundwork for the Health Education Assessment Project (HEAP) and recommended physical education assessment (FITNESSGRAM)
- incorporate 21st century knowledge and skills that West Virginia students will need to be successful in the global world of the 21st century

Impact:

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

126CSR44T

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44T
21ST CENTURY WELLNESS PREK-4 CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS (2520.55)

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§126-44T-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 2520.55 defines the content standards (or instructional goals) and objectives for Wellness (Health and Physical Education for grades PreK-4) as required by Policy 2510.

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

1.3. Filing Date. -

1.4. Effective Date. - July 1, 2008.

1.5. Repeal of a Former Rule. - Not applicable. This is a new rule.

§126-44T-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 wellness for grades PreK-4.

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

3.1. A copy of the Wellness 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.

§126-44T-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 wellness PreK-4, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

West Virginia Department of Education

West Virginia Board of Education Policy

2520.55

*21st Century Wellness Content
Standards and Objectives for West
Virginia Schools*

Steven L. Paine
State Superintendent

Foreword

A 21st century wellness curriculum is an increasingly important component in the development learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.55., 21st Century Wellness Content Standards and Objectives for West Virginia Schools. The West Virginia Wellness Standards for 21st Century Learning includes 21st century content standards and objectives as well as 21st century standards and objectives for *learning skills* and *technology tools*. This broadened scope of wellness curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21st century content, 21st century learning skills and the use of 21st century technology tools.

Committees of educators from across the state convened to revise the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging wellness curriculum that would prepare students for the 21st century. West Virginia educators, including regular classroom teachers, special education teachers, and teachers representing higher education institutions played a key role in shaping the content standards to align with national standards, rigorous national assessments, and research and best practice in the field of wellness. 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 2520.55 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the *broad descriptions* of what *all* students must know and be able to do at the conclusion of the instructional sequence. The accompanying grade-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional *planning* and provide a basis for determining appropriate *assessments, instructional strategies and resources*. The performance descriptors provide the basis for *assessing* overall student competence of grade level standards. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of “learning for all,” these descriptors allow the teacher, students and parents to judge the *level* of student proficiency in each 21st century learning standard.

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

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a PreK-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. West Virginia has designed five performance levels: 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 students need to acquire. 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 four parts, each part separated by a period:

- the content area code is WE for Wellness,
- the letter S, for Standard,
- the grade level and
- the standard number.

Illustration: WE.S.4.01 refers to fourth grade wellness content standard #1.

Numbering of Objectives

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

- the content area code (WE for Wellness),
- the letter O is for Objective,
- the grade level,
- the number of the content standard addressed, and
- the objective number.

Illustration: WE.4.2.01 refers to a wellness fourth grade objective that addresses standard #2 in wellness, and that is the first 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 (WE for Wellness),
- the letters PD are for Performance Descriptors,
- the grade level, and
- the standard number.

Illustration: WE.4.02 refers to wellness performance descriptors for fourth 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 2520.55 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 2520.55 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 2520.55 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.55 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.55 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 fourth grade wellness standard #2 will be "200602.WE.S.4.2."

Abbreviations

Content Areas
WE

Wellness

Other Abbreviations

PD
O
S

Performance Descriptors
Objective
Standard (Content Standard)

WELLNESS – POLICY 2520.55

Students in grades Pre-K-4 are introduced to the wellness concept which builds the foundation for health literacy and an appreciation for lifelong physical fitness. It is critical that children learn to adopt healthy behaviors at an early age so they can develop sound habits before being faced with health concerns later in life. This is a life-long process of enhancing the components of health education (physical, intellectual, emotional, social, spiritual, and environmental), physical education (movement forms, motor skill development and fitness) and physical activity, an important factor in early brain development and learning. The PreK-4 wellness content standards identify what students should know, understand and be able to do in practicing skills and behaviors that apply to healthy lifestyles. The goal of these standards is to promote self-responsibility, motivation and excellence in learning as well as life-long commitment to wellness.

Standard 1: Wellness Promotion and Disease Prevention (WE.S.01)

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

Standard 2: Wellness Information and Services (WE.S.2)

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

Standard 3: Wellness Behaviors (WE.S.3)

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

Standard 4: Responsible Personal and Social Behaviors (WE.S.4)

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

Standard 5: Movement Forms (WE.S.5)

This standard focuses on mastering movement fundamentals, establishing a foundation to facilitate continued motor skill acquisition, and giving students the capacity for successful and advance levels of performance to further the likelihood of participation on a daily basis.

Standard 6: Motor Skills (WE.S.6)

Movement experiences help children connect learning with academic concepts. The intent of this standard is to facilitate the ability of the learner to use cognitive information and to enhance motor skill acquisition and performance.

The Role of Technology

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

Organization of the Wellness Program of Study

This document is an organized, sequential list of learning standards and objectives closely aligned with the National Standards for Health Education and National Association for Sports and Physical Education's recommendations regarding quality physical education for Pre-K-4 students. A major focus has been given to what the Center for Disease Control recognizes as risk behaviors (tobacco use, dietary patterns contributing to disease, sedentary lifestyle, alcohol and other drug use, and behaviors that result in intentional and unintentional injuries). Teachers and policy-makers can use the Wellness standards to design curricula, allocate instructional resources, provide a basis for assessing student achievement and progress, and promote a rigorous and challenging wellness curriculum.

Pre-K Wellness Content Standards and Objectives

The Pre-K wellness objectives provide young children with profound learning experiences based on discovering and exploring movement. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

West Virginia Standards for 21 st Century Learning Wellness Promotion and Disease Prevention (WE.S.1)					
(WE.S.1)	Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.				
Performance Descriptors WE.S.1					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Pre-Kindergarten students performing at the distinguished level will: share with others proper personal hygiene routines and perform self-help tasks	Pre-Kindergarten students performing at the above mastery level will: demonstrate proper personal hygiene routines and perform self-help tasks	Pre-Kindergarten students performing at the mastery level will: demonstrate, as modeled by teacher, proper personal hygiene routines and perform self-help tasks	Pre-Kindergarten students performing at the partial mastery level will with encouragement and teacher modeling: demonstrate proper personal hygiene routines and perform self-help tasks	Pre-Kindergarten students performing at the novice level will with guidance and assistance: demonstrate proper personal hygiene routines and perform self-help tasks	
Objectives					
WE.PK1.01	Students will demonstrate proper personal hygiene routines as modeled by teacher (e.g., brushing teeth, hand washing, covering mouth, and disposal of tissues).				
WE.PK1.02	Students will perform self-help tasks (e.g. feeding, bathing, toileting, and dressing oneself).				

West Virginia Standards for 21 st Century Learning Wellness Promotion and Disease Prevention (WE.S.2)					
(WE.S.2)	Students will demonstrate the ability to access valid wellness information and health-promoting products and services that apply to daily living experiences.				
Performance Descriptors WE.S.2					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Pre-Kindergarten students performing at the distinguished level will: inform others about helpers in school and community and unhealthy household products and their symbols.	Pre-Kindergarten students performing at the above mastery level will: describe helpers in school and community and unhealthy household products and their symbols.	Pre-Kindergarten students performing at the mastery level will: identify helpers in school and community and unhealthy household products and their symbols.	Pre-Kindergarten students performing at the partial mastery level will with encouragement: identify helpers in school and community and unhealthy household products and their symbols.	Pre-Kindergarten students performing at the novice level will with guidance and assistance: identify helpers in school and community and unhealthy household products and their symbols.	

			their symbols.
Objectives	Students will		
WE.PK.2.01	identify school and community helpers(e.g., teacher, policeman, school nurse, dentist, eye doctor).		
WE.PK.2.02	identify unhealthy household products and recognize "unhealthy" symbols.		

Pre-K Wellness			
Standard 3 Wellness Behaviors (WE.S.3)			
Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.			
Performance Descriptors WE.S.3			
	Distinguished	Above Mastery	Mastery
Pre-Kindergarten students performing at the distinguished level will share with others: safety procedures and proper clothing to wear for various weather conditions and activities.	Pre-Kindergarten students performing at the above mastery level will: describe safety procedures and proper clothing to wear for various weather conditions and activities.	Pre-Kindergarten students performing at the mastery level will: name safety procedures and proper clothing to wear for various weather conditions and activities.	Pre-Kindergarten students performing at the partial mastery level will with encouragement: name safety procedures and proper clothing to wear for various weather conditions and activities.
			Novice
Pre-Kindergarten students performing at the novice level will with guidance and assistance: name safety procedures and proper clothing to wear for various weather conditions and activities.			
Objectives	Students will		
WE.PK.3.01	name safety procedures (e.g., street crossing, fire drills).		
WE.PK.3.02	name proper clothing to wear for various weather conditions and various activities		

Pre-K Wellness			
Standard 4 Responsible Personal and Social Behaviors (WE.S.4)			
Students will name ways that cultural, media and other factors influence decisions that apply to daily living experiences.			
Performance Descriptors WE.S.4			
	Distinguished	Above Mastery	Mastery
Pre-K students performing at the distinguished level will share with others: unsafe situations and favorite food choices.	Pre-K students performing at the above mastery level will: describe unsafe situations and favorite foods.	Pre-K students performing at the mastery level will: name unsafe situations and favorite foods.	Pre-K students performing at the partial mastery level will with encouragement: name unsafe situations and favorite foods.
			Novice
Pre-K students performing at the novice level will with guidance and assistance: name unsafe situations and favorite foods.			
Objectives	Students will		
WE.PK.4.01	name unsafe situations. (e.g. touching, running away and unsafe play).		
WE.PK.4.02	name favorite foods		

Pre-K Wellness			
Standard 5 Movement Forms and Motor Skill Development(WE.S.5)			
Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities that apply to daily			

living experiences.			
Performance Descriptors WE.S.5			
Distinguished	Above Mastery	Mastery	Partial Mastery
Pre-Kindergarten students performing at the distinguished level will model for others the proper techniques while participating in active play; practicing a variety of creative movements; controlling small muscles in hands; coordinating eye-hand movement.	Pre-Kindergarten students performing at the above mastery level will apply and implement proper techniques while participating in active play; practicing a variety of creative movements; controlling small muscles in hands; coordinating eye-hand movement.	Pre-Kindergarten students performing at the mastery level will participate in active play; practice a variety of creative movements; control small muscles in hands; coordinate eye-hand movement.	Pre-Kindergarten students performing at the partial mastery level will need guidance to participate in active play; practice a variety of creative movements; control small muscles in hands; coordinate eye-hand movement.
Novice	Pre-Kindergarten students performing at the novice level will need teacher or peer assistance and guidance to participate in active play; practice a variety of creative movements; control small muscles in hands; coordinate eye-hand movement.		
Objectives	Students will		
WE.PK.5.01	participate in active play (e.g. jumping, running, balancing and climbing).		
WE.PK.5.02	practice a variety of creative movements (e.g. obstacle course and activity songs).		
WE.PK.5.03	control small muscles in hands.		
WE.PK.5.04	coordinate eye-hand movement.		

Wellness			
Standard 6			
Development of Motor Skills (M.E.S.6)			
Students will: apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.			
Performance Descriptors WE.S.5			
Distinguished	Above Mastery	Mastery	Partial Mastery
Pre-Kindergarten students performing at the distinguished level will model a variety of manipulatives and activities in play; mirror movements.	Pre-Kindergarten students performing at the above mastery level will independently incorporate a variety of manipulatives and activities in play; mirror movements.	Pre-Kindergarten students performing at the mastery level will incorporate a variety of manipulatives and activities in play; mirror movements.	Pre-Kindergarten students performing at the partial mastery level will need guidance to incorporate a variety of manipulatives and activities in play; mirror movements.
Novice	Pre-Kindergarten students performing at the novice level will need teacher or peer assistance and guidance to incorporate a variety of manipulatives and activities in play; mirror movements.		
Objectives	Students will		
WE.PK.6.01	incorporate a variety of manipulatives and activities in play (e.g., bean bags, hoops, balls).		
WE.PK.6.02	mirror movements (e.g., movement songs, exercises)		

Kindergarten Wellness Content Standards and Objectives

Kindergarten wellness objectives focus on the development of social skills, a basic understanding of personal health issues, injury prevention, the exploration of nutritious foods and the development of motor skills and movement concepts which are critical to future learning. Learning opportunities should focus on concrete experiences and provide a nurturing environment that promotes positive interaction with adults as well as other children and builds a foundation for practicing good health habits. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Kindergarten		Wellness Promotion and Disease Prevention (WE.S1)				
(WE.S1)		Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.				
Performance Descriptors WE.S1						
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice	
Kindergarten students performing at the distinguished level will share with others: reasons for practicing personal hygiene skills; identifying and describing sensory organs; identifying and describing characteristics of healthy foods; identifying and describing different feelings; explaining why tobacco is a harmful substance and body responses to physical activities		Kindergarten students performing at the above mastery level will: identify and describe sensory organs; identify and describe proper personal hygiene skills; identify and describe characteristics of healthy foods; identify and describe different feelings; explain why tobacco is a harmful substance and body responses to physical activities	Kindergarten students performing at the mastery level will: identify sensory organs; identify proper personal hygiene skills; identify characteristics of healthy foods; identify different feelings; identify why tobacco is a harmful substance and recognize body responses to physical activities	Kindergarten students performing at the partial mastery level will with encouragement: identify sensory organs; identify proper personal hygiene skills; identify characteristics of healthy foods; identify different feelings; identify why tobacco is a harmful substance and recognize body responses to physical activities	Kindergarten students performing at the novice level will with guidance and assistance: identify sensory organs; identify proper personal hygiene skills; identify characteristics of healthy foods; identify different feelings; identify why tobacco is a harmful substance and recognize body responses to physical activities	
Objectives		Students will				
WE.K.1.01	identify and discuss the sensory organs.					
WE.K.1.02	identify proper personal hygiene skills. (e.g., brushing teeth, hand washing)					
WE.K.1.03	recognize tobacco as a harmful substance.					
WE.K.1.04	identify healthy foods.					
WE.K.1.05	recognize body responses to physical activities (e.g., increased heart rate, faster breathing, sweating).					
WE.K.1.06	label/identify feelings.					

Kindergarten Wellness Standard: 2		Wellness Information and Services (WE.S.2)	
Students will demonstrate the ability to access valid wellness information, products and services that apply to daily living experiences.			
Performance Descriptors WE.S.2			
Distinguished	Above Mastery	Mastery	Partial Mastery
Kindergarten students performing at the distinguished level will: specify sources of help in school and community who can be of assistance when one is exposed to dangerous substances; explain and others the use of 9-1-1; categorize healthy and unhealthy household products; and classify and locate health care resource persons.	Kindergarten students performing at the above mastery level will: verbally list sources of help in school and community who can be of assistance when one is exposed to dangerous substances; explain and demonstrate the use of 9-1-1; identify healthy and unhealthy household products; and list health care resource persons.	Kindergarten students performing at the mastery level will: identify sources of help in school and community who can be of assistance when one is exposed to dangerous substances; demonstrate the use of 9-1-1; recall healthy and unhealthy household products; and identify health care resource persons.	Kindergarten students performing at the novice level will with guidance and assistance: identify sources of help in school and community who can be of assistance when one is exposed to dangerous substances; demonstrate the use of 9-1-1; recall healthy and unhealthy household products; and identify health care resource persons.
Objectives			
WE.K.2.01	Students will identify healthcare/safety professionals (e.g., teachers, policemen, school nurses, dentists, doctors).		
WE.K.2.02	demonstrate how to call 9-1-1.		
WE.K.2.03	identify healthy and unhealthy household products and recognize "unhealthy" symbols (e.g., Mr. Yuck, skull and crossbones).		

Kindergarten Wellness Standard: 3		Wellness Behaviors (WE.S.3)	
Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.			
Performance Descriptors WE.S.3			
Distinguished	Above Mastery	Mastery	Partial Mastery
Kindergarten students performing at the distinguished level will: explain the need for and model for others the proper clothing to wear for various weather conditions and	Kindergarten students performing at the above mastery level will: describe and demonstrate proper clothing to wear for various weather conditions and various activities; describe	Kindergarten students performing at the mastery level will: demonstrate proper clothing to wear for various weather conditions and various activities; identify various safety	Kindergarten students performing at the novice level will with guidance and assistance: demonstrate proper clothing to wear for various weather conditions and various activities;

various activities; analyze the various safety devices and their use in various activities; explain and demonstrate safety procedures; specify household poisons and their symbols and drugs and medicines to avoid without supervised use; and classify actions that might lead to accidents or dangerous situations at school or in the community; assist others on identifying physical activities outside of school that enhance health; and the need for rest and exercise.	various safety devices and demonstrate safety procedures; identify and recall household poisons and their symbols and drugs and medicines to avoid without supervised use; describe actions that might lead to accidents or dangerous situations at school or in the community; inform others on physical activities outside of school that enhance health; and explain the need for rest and exercise.	devices and demonstrate safety procedures; recall and medicines to avoid without supervised use; identify actions that might lead to accidents; describe and participate in physical activities outside of school; explain the need for rest and exercise.	activities; identify various safety devices and demonstrate safety procedures; recall and medicines to avoid without supervised use; identify actions that might lead to accidents; describe and participate in physical activities outside of school; explain the need for rest and exercise.	identify various safety devices and demonstrate safety procedures; recall and medicines to avoid without supervised use; identify actions that might lead to accidents; describe and participate in physical activities outside of school; explain the need for rest and exercise.
Objectives	Students will			
WE.K.3.01	identify proper clothing to wear for different weather conditions and activities.			
WE.K.3.02	describe safety equipment used during play (e.g., helmets, knee, elbow pads).			
WE.K.3.03	demonstrate safety procedures (e.g., street crossing, fire drills).			
WE.K.3.04	explain why drugs and medicines should be avoided without supervised use.			
WE.K.3.05	identify unsafe actions that might lead to injuries.			
WE.K.3.06	describe and participate in physical activities outside of school that enhance health.			
WE.K.3.07	explain the need for proper rest and exercise.			

Kindergarten Wellness				
Standard 4: Responsible Personal and Social Behaviors (WE.S.4)				
(WE.S.4)	Students will name ways that cultural, media and other factors influence decisions in daily living experiences.			
Performance Descriptors WE.S.4				
Distinguished		Above Mastery	Mastery	Partial Mastery
Kindergarten students performing at the distinguished level will share with others: appropriate communication, decision making skills and	Kindergarten students performing at the above mastery level will: describe appropriate communication, decision making skills and appropriate interactions with	Kindergarten students performing at the mastery level will: display appropriate communication and decision making skills; demonstrate appropriate	Kindergarten students performing at the partial mastery level will with encouragement: display appropriate communication and decision making skills;	Kindergarten students performing at the novice level will with guidance and assistance: display appropriate communication and decision making skills;

appropriate interactions.	others.	interactions with others.	demonstrate appropriate interactions with others.	demonstrate appropriate interactions with others.
Objectives	Students will			
WE.K.4.01	display appropriate communication and decision making skills (e.g. follow class rules, safety practices).			
WE.K.4.02	demonstrate appropriate interactions with others (e.g. partners, small groups and large groups).			

Kindergarten Wellness
Standard:5
Movement Forms (WE.S.5)
 Students will: demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences

Performance Descriptors WE.S.5

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students performing at the distinguished level will serve as a model for others while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms; and engaging in movements that promote cross lateral development.	Kindergarten students performing at the above mastery level will use proper technique while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms; and engaging in movements that promote cross lateral development.	Kindergarten students performing at the mastery level will use at least two elements of proper technique while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; and engaging in movements that promote cross lateral development.	Kindergarten students performing at the partial mastery level will use at least one element of proper technique and need encouragement and guidance while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; and engaging in movements that promote cross lateral development.	Kindergarten students performing at the novice level will use at least one element of proper technique and need assistance while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; and engaging in movements that promote cross lateral development.

Objectives	Students will
WE.K.5.01	create a beginning movement vocabulary for body and spatial awareness (e.g., body parts, general/self-space, directionality, levels and forces).
WE.K.5.02	perform locomotor movements of running, hopping, jumping, galloping, and sliding.

WE.K.5.03	make wide, narrow, round, and twisted body shapes.
WE.K.5.04	move the body at high, medium, and low levels.
WE.K.5.05	transfer weight to the hands.
WE.K.5.06	balance on different body parts.
WE.K.5.07	travel in straight, curved, and zigzag pathways.
WE.K.5.08	travel to the beat of even and uneven rhythms (e.g., marching).
WE.K.5.09	perform movements that promote cross lateral development.

Kindergarten Wellness
Standard 6: Development of Motor Skills (WE.S.6)
 Students will: apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.

Performance Descriptors WE.S.6	
Distinguished	Above Mastery
Kindergarten students performing at the distinguished level will serve as a model for others while: distinguishing between a run, hop, jump, gallop, and slide; recognizing basic movement concepts of personal and general space; identifying one's relationship with an object or a person.	Kindergarten students performing at the above mastery level will analyze and: distinguish between a run, hop, jump, gallop, and slide; recognize basic movement concepts of personal and general space; identify one's relationship with an object or a person.
	Mastery
	Kindergarten students performing at the mastery level will: distinguish between a run, hop, jump, gallop, and slide; recognize basic movement concepts of personal and general space; identify one's relationship with an object or a person.
	Partial Mastery
	Kindergarten students performing at the partial mastery level will need encouragement to: distinguish between a run, hop, jump, gallop, and slide; recognize basic movement concepts of personal and general space; identify one's relationship with an object or a person.
	Novice
	Kindergarten students performing at the novice level will need assistance to: distinguish between a run, hop, jump, gallop, and slide; recognize basic movement concepts of personal and general space; identify one's relationship with an object or a person.
Objectives	Students will
WE.K.6.01	distinguish between a run, hop, jump, gallop, and slide.
WE.K.6.02	apply basic movement concepts of self and shared space.
WE.K.6.03	identify one's relationship (e.g., in, out, over, under, and through) with an object or a person.

First Grade Wellness Content Standards and Objectives

The first grade wellness objectives provide concrete concepts and opportunities to practice and begin to master a variety of physical, social, emotional, and cognitive skills to promote personal health and wellness, prevent injuries, and develop lifetime interpersonal relationships and health habits. Enjoyment of physical activity and good nutrition sets the stage for lifelong health habits. First grade continues to develop motor skills and movement concepts that will enable students to learn to enjoy physical activity and enhance future participation in recreational lifetime activities. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Grade 1		Wellness		
Standard 1		Wellness Promotion and Disease Prevention (WE.S.01)		
(WE.S.1)		Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.		
Performance Descriptors WE.S.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students performing at the distinguished level will relate to their world while: describing the effects on the body of healthful and less healthful foods; verbally explaining ways to keep germs out of one's body; examining the need for medical checkups and other health-care procedures; explaining the dangers of playing with sharp objects and being in contact with body fluids; identifying and participating in appropriate physical activities during recess and outside of school.	First grade students performing at the above mastery level will give examples when: describing the effects on the body of healthful and less healthful foods; verbally explaining ways to keep germs out of one's body; examining the need for medical checkups and other health-care procedures; explaining the dangers of playing with sharp objects and being in contact with body fluids; identifying and participating in appropriate physical activities during recess and outside of school.	First grade students performing at the mastery level will: recite the effects on the body of healthful and less healthful foods; verbally list ways to keep germs out of one's body; identify the need for medical checkups and other health-care procedures; and identify the dangers of playing with sharp objects and being in contact with body fluids; identify and participate in appropriate physical activities during recess and outside of school.	First grade students performing at the partial mastery level will with encouragement: recite the effects on the body of healthful and less healthful foods; verbally list ways to keep germs out of one's body; identify the need for medical checkups and other health-care procedures; and identify the dangers of playing with sharp objects and being in contact with body fluids; identify and participate in appropriate physical activities during recess and outside of school.	First grade students performing at the novice level will with guidance and assistance: recite the effects on the body of healthful and less healthful foods; verbally list ways to keep germs out of one's body; identify the need for medical checkups and other health-care procedures; and identify the dangers of playing with sharp objects and being in contact with body fluids; identify and participate in appropriate physical activities during recess and outside of school.
Objectives		Students will		
WE.1.01		identify and discuss the functions of sensory organs and large muscle groups.		
WE.1.1.02		describe the effects of healthy and less healthy foods on the body.		

WE.1.1.03	discuss ways to keep germs out of the body.
WE.1.1.04	explain the need for medical checkups and other health-care procedures (e.g., eye, dental exams).
WE.1.1.05	recognize the dangers of playing with sharp objects and being in contact with body fluids.
WE.1.1.06	identify and participate in appropriate physical activities during recess and outside of school.

Grade 1 Wellness	
Standard 2 Wellness Information and Services (WE.S.2)	
Students will demonstrate the ability to access valid wellness information, products and services that apply to daily living experiences.	
Performance Descriptors WE.S.2	
Distinguished	
First grade students performing at the distinguished level will: verbally list and locate safety helpers to contact for different problems; discuss and demonstrate when and how to use 9-1-1; and identify, classify, and label harmful household products.	Students will identify which "safety" helpers (e.g., police and teachers) to contact for different problems.
WE.1.2.01	identify which "safety" helpers (e.g., police and teachers) to contact for different problems.
WE.1.2.02	demonstrate when and how to use 9-1-1.
WE.1.2.03	classify household products (e.g., harmful, safe).

Grade 1 Wellness	
Standard 3 Wellness Behaviors (WE.S.3)	
Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.	
Performance Descriptors WE.S.3	
Distinguished	
First grade students performing at the distinguished level will: compare and contrast the proper use of safety equipment for different activities; investigate	Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.
WE.1.2.01	identify which "safety" helpers (e.g., police and teachers) to contact for different problems.
WE.1.2.02	demonstrate when and how to use 9-1-1.
WE.1.2.03	classify household products (e.g., harmful, safe).

healthy ways to express or act on feelings; analyze and explain personal activities that can keep the home, school, and neighborhood pollution free; outline and follow safety rules; model for others how to perform basic self-care/safety procedures; research and map escape routes at home and school; and define and follow safety rules for taking medicine; identify and demonstrate personal activities that can keep the home, school and neighborhood pollution-free.	demonstrate healthy ways to act on feelings; verbally cite personal activities that can keep the home, school, and neighborhood pollution free; outline and follow safety rules; explain and demonstrate how to perform basic self-care/safety procedures; research and describe escape routes at home and school; and memorize and follow safety rules for taking medicine; identify and explain personal activities that can keep the home, school and neighborhood pollution-free.	physical activity and inactivity; demonstrate healthy ways to act on feelings; identify and follow safety rules; demonstrate how to perform basic self-care/safety procedures; identify escape routes at home and school; and recall and follow safety rules for taking medicine; identify personal activities that can keep the home, school and neighborhood pollution-free; identify personal activities that can keep the home, school and neighborhood pollution-free.	demonstrate healthy ways to act on feelings; identify personal activities that can keep the home, school, and neighborhood pollution free; identify and follow safety rules; demonstrate how to perform basic self-care/safety procedures; identify escape routes at home and school; and recall and follow safety rules for taking medicine; identify personal activities that can keep the home, school and neighborhood pollution-free; identify personal activities that can keep the home, school and neighborhood pollution-free.	demonstrate healthy ways to act on feelings; identify personal activities that can keep the home, school, and neighborhood pollution free; identify and follow safety rules; demonstrate how to perform basic self-care/safety procedures; identify escape routes at home and school; and recall and follow safety rules for taking medicine; identify personal activities that can keep the home, school and neighborhood pollution-free; identify personal activities that can keep the home, school and neighborhood pollution-free.
Objectives	Students will			
WE.1.3.01	choose and report proper use of safety equipment for different activities (e.g., riding in a car, rollerblading, bicycling, skateboarding).			
WE.1.3.02	recognize the body signs of physical activity and inactivity.			
WE.1.3.03	demonstrate healthy ways to act on feelings and stressful situations(e.g. coping skills)			
WE.1.3.04	discuss and follow safety rules (e.g., playground, water, electrical).			
WE.1.3.05	demonstrate how to perform basic self-care/safety procedures (e.g., fire/weather drill, bus and auto safety skills).			
WE.1.3.06	identify escape routes at home and school.			
WE.1.3.07	explain safety rules for taking medicine.			
WE.1.3.08	identify personal activities that can keep the home, school and neighborhood pollution-free.			

Grade 1 Wellness			
Standard 4 Responsible Personal and Social Behaviors (WE.4)			
(WE.S.4) Students will name ways that cultural, media and other factors influence decisions in daily living experiences.			
Performance Descriptors WE.S.4			
Distinguished	Above Mastery	Mastery	Partial Mastery
First grade students performing at the distinguished level will: analyze family similarities	First grade students performing at the above mastery level will: give examples of family	First grade students performing at the mastery level will: describe family similarities and differences	First grade students performing at the partial mastery level will with encouragement: describe
			Novice
			First grade students performing at the novice level will with guidance and assistance: describe family

and differences and how family structures change; categorize differences and their impact on role expectations; evaluate the importance of regular exercise (play) in a world of increasing technology; and specify how television, computers and video games affect personal health; encourage others with "I can" statements when trying new activities and inform of problems that require the help of trusted adults	similarities and differences and how family structures change; explain differences and their impact on role expectations; describe the importance of regular exercise (play) in a world of increasing technology; and explain how television, computers and video games affect personal health use; describe to others "I can" statements when trying new activities and problems that require the help of trusted adults	and how family structures change; discuss differences and their impact on role expectations; explain the importance of regular exercise (play) in a world of increasing technology; and cite examples of how television, computers and video games affect personal health; use "I can" statements when trying new activities and recognize problems that require the help of trusted adults	family similarities and differences and how family structures change; discuss differences and their impact on role expectations; explain the importance of regular exercise (play) in a world of increasing technology; and cite examples of how television, computers and video games affect personal health; use "I can" statements when trying new activities and recognize problems that require the help of trusted adults	similarities and differences and how family structures change; discuss differences and their impact on role expectations; explain the importance of regular exercise (play) in a world of increasing technology; and cite examples of how television, computers and video games affect personal health; use "I can" statements when trying new activities and recognize problems that require the help of trusted adults
Objectives	Students will			
WE.1.4.01	describe family similarities, differences and how family structures change.			
WE.1.4.02	discuss differences in people (physical, gender, culture) and their impact on role expectations.			
WE.1.4.03	cite examples of how using televisions, computers, video games and other technology can affect personal health.			
WE.1.4.04	explore the concepts of responsibility, trust and respect for self and others.			
WE.1.4.05	identify a variety of feelings and recognize the verbal and non-verbal cues associated with each.			
WE.1.4.06	use refusal skills in potentially harmful or dangerous situations (e.g., riding a bike without a helmet, meeting strangers, using harmful substances).			
WE.1.4.07	use "I can" statements when trying new activities.			
WE.1.4.08	recognize problems that require the help of trusted adults (e.g., abuse, bullying).			

Grade 1 Wellness Standard 5						
Movement Forms (WE.S.5)						
Students will demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences that apply to daily living experiences.						
Performance Descriptors WE.S.5						
Distinguished		Above Mastery		Mastery	Partial Mastery	Novice
First grade students performing at the distinguished level will serve as a model for others while: performing locomotor		First grade students performing at the above mastery level will use proper technique while: performing locomotor		First grade students performing at the mastery level will use at least two elements of proper technique while: performing	First grade students performing at the partial mastery level will use at least one element of proper technique and need	First grade students performing at the novice level will use at least one element of proper technique and need assistance while:

movements of skip and leap; demonstrating directional movements of forward, backward, sideways, up, down, left, and right; balancing an object; bouncing and catching a ball; combining locomotor skills with pathways and levels; establishing a beginning movement vocabulary for body and spatial awareness; creating expressive movement sequences.	movements of skip and leap; demonstrating directional movements of forward, backward, sideways, up, down, left, and right; balancing an object; bouncing and catching a ball; combining locomotor skills with pathways and levels; establishing a beginning movement vocabulary for body and spatial awareness; creating expressive movement sequences.	locomotor movements of skip and leap; demonstrating directional movements of forward, backward, sideways, up, down, left, and right; balancing an object; bouncing and catching a ball; combining locomotor skills with pathways and levels; establishing a beginning movement vocabulary for body and spatial awareness; creating expressive movement sequences.	encouragement and guidance while: performing locomotor movements of skip and leap; demonstrating directional movements of forward, backward, sideways, up, down, left, and right; balancing an object; bouncing and catching a ball; combining locomotor skills with pathways and levels; establishing a beginning movement vocabulary for body and spatial awareness; creating expressive movement sequences.	performing locomotor movements of skip and leap; demonstrating directional movements of forward, backward, sideways, up, down, left, and right; balancing an object; bouncing and catching a ball; combining locomotor skills with pathways and levels; establishing a beginning movement vocabulary for body and spatial awareness; creating expressive movement sequences.
Objectives	Students will			
WE.1.5.01	perform locomotor movements of skip and leap.			
WE.1.5.02	demonstrate directional movements of forward, backward, sideways, up, down, left, and right.			
WE.1.5.03	balance an object (e.g., ball on hand, book on head).			
WE.1.5.04	bounce and catch a ball.			
WE.1.5.05	combine locomotor skills with pathways (e.g., straight, zigzag, and curved) and levels (e.g., high, medium, and low).			
WE.1.5.06	establish a beginning movement vocabulary for body and spatial awareness (e.g., body parts, genera/self-space, directionality, and levels).			
WE.1.5.07	create expressive movement sequences.			

Grade 1			
Standard 5			
Development of Motor Skills (WE.S.6)			
Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.			
Performance Descriptors WE.S.6			
Distinguished	Above Mastery	Mastery	Partial Mastery
First grade students performing at the distinguished level will: serve as a model for others while identifying a skip and leap.	First grade students performing at the above mastery level will: identify and analyze a skip and a leap; perform and identify	First grade students performing at the mastery level will: identify a skip and a leap; perform and identify directional movements of	First grade students performing at the partial mastery level will need encouragement and guidance to: identify a skip
			Novice
			First grade students performing at the novice level will need assistance to: identify a skip and a leap; perform and identify

a leap; performing and identifying directional movements of forward, backward, sideways, up and down.	directional movements of forward, backward, sideways, up and down; and encourage others.	forward, backward, sideways, up and down.	and a leap; perform and identify directional movements of forward, backward, sideways, up and down.	directional movements of forward, backward, sideways, up and down.
Objectives	Students will			
WE.1.6.01	identify a skip and a leap.			
WE.1.6.02	recognize basic movement concepts of personal and general space (e.g., directional movements of forward, backward, sideways, up and down)			

Second Grade Wellness Content Standards and Objectives

Students in second grade will be actively engaged in practicing and developing basic health behaviors and skills. The program continues to build on the development of motor skills and movement concepts from previous grades to enhance enjoyment and proficiency. Students will be provided opportunities to practice physical activities for lifetime health and wellness. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

(WE.S.1)		Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.			
Performance Descriptors WE.S.1		Performance Objectives WE.S.1			
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
<p>Second grade students performing at the distinguished level will: specify the functions of sensory organs; recognize symptoms of poisoning and how to get help; defend the importance of good dental care and model for others good dental hygiene; analyze situations that promote specific feelings of hurt and develop skills to overcome those feelings; and research and explain reasons why immunizations and medicines help fight disease; participate and assist others in physical activities that bring personal enjoyment during recess and/or outside of the school environment.</p>	<p>Second grade students performing at the above mastery level will: describe the functions of sensory organs; verbally list symptoms of poisoning and how to get help; explain and defend the importance of good dental care and how to demonstrate good dental hygiene; examine situations that promote specific feelings of hurt and develop skills to overcome those feelings; and explain why immunizations and medicines help fight disease; and participate and inform others on physical activity that brings personal enjoyment during recess and/or outside of the school environment.</p>	<p>Second grade students performing at the mastery level will: identify the functions of sensory organs; identify symptoms of poisoning and how to get help; explain the importance of good dental care and how to demonstrate good dental hygiene; identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease; participate in two physical activities that bring personal enjoyment during recess and/or outside of the school environment.</p>	<p>Second grade students performing at the partial mastery level will with encouragement: identify the functions of sensory organs; identify symptoms of poisoning and how to get help; explain the importance of good dental care and how to demonstrate good dental hygiene; identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease; participate in a physical activity that brings personal enjoyment during recess and/or outside of the school environment.</p>	<p>Second grade students performing at the novice level will with guidance and assistance: identify the functions of sensory organs; identify symptoms of poisoning and how to get help; explain the importance of good dental care and how to demonstrate good dental hygiene; identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease; participate in a physical activity that brings personal enjoyment during recess and/or outside of the school environment.</p>	
Objectives		Students will			

WE.2.1.01	locate and discuss large muscle groups.
WE.2.1.02	identify symptoms of poisoning and how to get help.
WE.2.1.03	explain the importance of good dental care and demonstrate good dental hygiene.
WE.2.1.04	identify situations (e.g., being excluded from a group, being insulted) that promote specific feelings of hurt and develop skills to overcome those feelings.
WE.2.1.05	describe how immunizations and medicines help fight disease.
WE.2.1.06	participate in two physical activities that bring personal enjoyment during recess and/or outside of the school environment.

Grade 2 Wellness Information and Services (WE.2)				
Students will demonstrate the ability to access valid wellness information, products and services that apply to daily living experiences.				
Performance Descriptors WE.S.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level will: inform others about sources of health information and basic first aid.	Second grade students performing at the above mastery level will: describe sources of health information and demonstrate basic first aid.	Second grade students performing at the mastery level will: identify sources of health information; define and demonstrate basic first aid.	Second grade students performing at the partial mastery level will with encouragement: identify sources of health information; define and demonstrate basic first aid.	Second grade students performing at the novice level will with guidance and assistance: identify sources of health information; define and demonstrate basic first aid.
Objectives	Students will			
WE.2.2.01	identify sources of health information (e.g., pamphlets, internet, magazine, television, newspaper).			
WE.2.2.02	define and demonstrate basic first aid (e.g., cuts and burns).			

Grade 2 Wellness				
Wellness Behaviors (WE.S.3)				
Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.				
Performance Descriptors WE.S.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level will: specify behaviors and habits that may be dangerous at home, on the playground, or in the community; categorize appropriate safety skills and	Second grade students performing at the above mastery level will: give examples of behaviors and habits that may be dangerous at home, on the playground, or in the community; justify the use of appropriate safety skills	Second grade students performing at the mastery level will: describe behaviors and habits that may be dangerous at home, on the playground, or in the community; demonstrate knowledge of appropriate safety skills and equipment	Second grade students performing at the partial mastery level will with encouragement: describe behaviors and habits that may be dangerous at home, on the playground, or in the community; demonstrate knowledge of appropriate	Second grade students performing at the novice level will with guidance and assistance: describe behaviors and habits that may be dangerous at home, on the playground, or in the community; demonstrate knowledge of appropriate

equipment for recreational activities; analyze proper food handling techniques; and explains and illustrates how tobacco and alcohol harm one's health; identify situations in which he/she needs medicine and list rules for using medicine in safe ways; discuss how community agencies work to prevent and control diseases; identify and model the components associated with health-related fitness.	and equipment for recreational activities; illustrate proper food handling techniques; and summarizes how tobacco and alcohol harm one's health; identify situations in which he/she needs medicine and list rules for using medicine in safe ways; discuss how community agencies work to prevent and control diseases; identify and describe the components associated with health-related fitness.	for recreational activities; demonstrate proper food handling techniques; and describe how tobacco and alcohol harm one's health; identify situations in which he/she needs medicine and list rules for using medicine in safe ways; discuss how community agencies work to prevent and control diseases; identify and discuss the components associated with health-related fitness.	safety skills and equipment for recreational activities; demonstrate proper food handling techniques; and describe how tobacco and alcohol harm one's health; identify situations in which he/she needs medicine and list rules for using medicine in safe ways; discuss how community agencies work to prevent and control diseases; identify and discuss the components associated with health-related fitness.
Objectives	Students will		
WE.2.3.01	describe behaviors and habits that may be dangerous at home, on the playground, or in the community.		
WE.2.3.02	demonstrate knowledge of appropriate safety skills and equipment for recreational activities (e.g., bike riding (motorized/non-motorized), rollerblading, skateboarding, and ATVs).		
WE.2.3.03	demonstrate proper food handling techniques (e.g., washing apples, washing hands, using clean utensils).		
WE.2.3.04	describe how tobacco and alcohol harm one's health.		
WE.2.3.05	identify situations in which he/she needs medicine and list rules for using medicine in safe ways.		
WE.2.3.06	discuss how community agencies work to prevent and control diseases.		
WE.2.3.07	identify and discuss the components associated with health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility and body composition) and participate in activities to improve fitness.		

Grade 2 - Wellness			
Standard 4 - Responsible Personal and Social Behaviors (WE.S.4)			
(WE.S.4)	Students will name ways that cultural, media and other factors influence decisions in daily living experiences.		
Performance Descriptors WE.S.4			
Distinguished	Above Mastery	Mastery	Partial Mastery
Second grade students performing at the distinguished level will: analyze and explain the relationship between where people live and the foods	Second grade students performing at the above mastery level will: define and explain the relationship between where people live and the foods they eat;	Second grade students performing at the mastery level will: explain the relationship between where people live and the foods they eat; recognize the	Second grade students performing at the partial mastery level will with encouragement: explain the relationship between where people live and the foods
Novice	Second grade students performing at the novice level will with guidance and assistance: explain the relationship between where people live and the foods		

they eat; analyze and assess the ways news media, technology and other sources provide information about health; compare and contrast cultural backgrounds that may impact health practices; and analyze and explain how commercials influences the purchase of health related products and services; demonstrate and model appropriate refusal skills; demonstrate and model decision-making skills to avoid unhealthy risk taking behaviors; apply and model established class rules, procedures, and safe practices.	identify and assess the ways news media, technology and other sources provide information about health; discuss why cultural backgrounds may impact health practices; and give explain and discuss how commercials influences the purchase of health related products and services; demonstrate and explain appropriate refusal skills; demonstrate and explain decision-making skills to avoid unhealthy risk taking behaviors; apply and explain established class rules, procedures, and safe practices.	ways news media, technology and other sources provide information about health; recognize that individuals have different cultural backgrounds that may impact health practices; and explain how a commercial influences purchase of health related products and services; demonstrate appropriate refusal skills; demonstrate decision-making skills to avoid unhealthy risk taking behaviors; apply established class rules, procedures, and safe practices.	they eat; recognize the ways news media, technology and other sources provide information about health; recognize that individuals have different cultural backgrounds that may impact health practices; and explain how a commercial influences purchase of health related products and services; demonstrate appropriate refusal skills; demonstrate decision-making skills to avoid unhealthy risk taking behaviors; apply established class rules, procedures, and safe practices.	they eat; recognize the ways news media, technology and other sources provide information about health; recognize that individuals have different cultural backgrounds that may impact health practices; and explain how a commercial influences purchase of health related products and services; demonstrate appropriate refusal skills; demonstrate decision-making skills to avoid unhealthy risk taking behaviors; apply established class rules, procedures, and safe practices.
Objectives	Students will			
WE.2.4.01	explain the relationship between where people live and the foods they eat			
WE.2.4.02	record eating and exercise habits and discuss positive and negative health behaviors.			
WE.2.4.03	work with a family member to plan a healthy family meal.			
WE.2.4.04	recognize that individuals with different cultural backgrounds may influence health practices.			
WE.2.4.05	recognize the ways news media, technology and other sources (e.g., music, magazine stories and commercials) provide information and influence health.			
WE.2.4.06	practice pro-social communication skills (e.g., please, thank you, body language).			
WE.2.4.07	demonstrate appropriate refusal skills.			
WE.2.4.08	demonstrate decision-making skills to avoid unhealthy risk taking behaviors (e.g., swimming alone, talking with strangers, taking medicines without adult supervision).			
WE.2.4.09	apply established class rules, procedures, and safe practices (e.g. work cooperatively and demonstrate respectful behaviors).			

Grade 2	Physical Education
Standard 5	Movement Forms (WE.S.5)
(WE.S.5)	Students will demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences that apply to daily living experiences.
Performance Descriptors WE.S.5	

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level will serve as a model for others while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.	Second grade students performing at the above mastery level will use proper technique while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.	Second grade students performing at the mastery level will use at least two elements of proper technique while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.	Second grade students performing at the partial mastery level will use at least one element of proper technique and need encouragement and guidance while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.	Second grade students performing at the novice level will use at least one element of proper technique and need assistance while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.
Objectives	Students will			
WE.2.5.01	combine walking with hopping, jumping, galloping, sliding, and skipping.			
WE.2.5.02	begin and end a movement in various combinations (e.g., one to same foot, one to the other foot, one to two feet, two to two feet, and two feet to one foot).			
WE.2.5.03	kick, throw, catch, and strike an object from a stationary position.			
WE.2.5.04	practice chasing, fleeing, and evading in a variety of physical activities.			
WE.2.5.05	combine balance, transfer of weight, and rolling movements in a repeatable sequence.			
WE.2.5.06	perform dance sequences to music.			

Grade 2 Physical Education Development of Fine Skills (WE.S.6)				
(WE.S.6)	Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.			
Performance Descriptors WE.S.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level will serve	Second grade students performing at the above mastery level will: identify,	Second grade students performing at the mastery level will: identify and	Second grade students performing at the partial mastery level will need	Second grade students performing at the novice level will need assistance

<p>as a model for others while: identifying and demonstrating directional movements of left and right; identifying one critical element or component of balancing, transferring weight and rolling; using space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.</p>	<p>demonstrate, and assist others in directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling; use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.</p>	<p>demonstrate directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling ; use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.</p>	<p>encouragement and guidance to: identify and demonstrate directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling; use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.</p>	<p>to: identify and demonstrate directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling; use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.</p>
<p>Objectives</p>	<p>Students will</p>			
<p>WE.2.6.01</p>	<p>identify and demonstrate directional movements of left and right.</p>			
<p>WE.2.6.02</p>	<p>identify one critical element or component of balancing, transferring weight and rolling (e.g., bend knees for better balance).</p>			
<p>WE.2.6.03</p>	<p>use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.</p>			

Third Grade Wellness Content Standards and Objectives

Students in third grade will explore the effects of health habits on wellness through decision making and problem solving techniques. Hands-on wellness activities provide experiences that are easily integrated with other third grade subject matter. Grade three wellness standards stress the application of motor skills and movement forms which will lead to enjoyment in more complex skills and activities. Social skills and lifetime wellness principles promote continued participation in regular physical activity. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Standard 3: Wellness Promotion and Disease Prevention Objectives (WE.3.01)				
Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.				
Performance Descriptors WE.S.01				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level will: analyze and explain functions of the sensory organs and digestive systems; define ways to prevent the spread of disease; explain and assist others with the components of fitness, including the food pyramid and different kinds of fitness and assist others with selecting and logging physical activity in addition to physical education class that brings personal enjoyment.	Third grade students performing at the above mastery level will: identify functions of the sensory organs and digestive systems; list ways to prevent the spread of disease; inform others on the components of fitness, including the food pyramid and different kinds of fitness and discuss selections for physical activity log in addition to physical education class that brings personal enjoyment	Third grade students performing at the mastery level will: identify functions of the digestive, muscular and skeletal systems; summarize ways to prevent the spread of disease; log physical activity outside of school; explain the benefits of fitness and demonstrate an activity for each.	Third grade students performing at the partial mastery level will with encouragement: identify functions of the digestive, muscular and skeletal systems; summarize ways to prevent the spread of disease; log physical activity outside of school; explain the benefits of fitness and demonstrate an activity for each.	Third grade students performing at the novice level will with guidance and assistance: identify functions of the digestive, muscular and skeletal systems; summarize ways to prevent the spread of disease; log physical activity outside of school; explain the benefits of fitness and demonstrate an activity for each.
Objectives	Students will			
WE.3.1.01	describe the major organs and functions of the body systems.			
WE.3.1.02	summarize ways to prevent the spread of germs.			
WE.3.1.03	select and log physical activity in addition to physical education class that brings personal enjoyment.			
WE.3.1.04	explain the benefits of different kinds of fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and			

body composition) and demonstrate exercises/activities for each.

Grade 3 Wellness
Standard 2: Wellness Information and Services (WES.2)
 Students will demonstrate the ability to access valid wellness information, products and services that apply to daily living experiences.

Performance Descriptors WE.S.2	Above Mastery	Mastery	Partial Mastery	Novice
<p>Distinguished</p> <p>Third grade students performing at the distinguished level will: analyze appropriate and inappropriate sources of health information and products such as medicines; independently identify people in the community who promote health; demonstrate basic first aid; and demonstrate how to place a 9-1-1 call.</p>	<p>Above Mastery</p> <p>Third grade students performing at the distinguished level will: analyze appropriate and inappropriate sources of health information and products such as medicines; independently identify people in the community who promote health; demonstrate basic first aid; and demonstrate how to place a 9-1-1 call.</p>	<p>Mastery</p> <p>Third grade students performing at the mastery level will: recognize appropriate and inappropriate sources of health information and products such as medicines; name people in the community who promote health; recognize basic first aid; and recognize how to place a 9-1-1 call.</p>	<p>Partial Mastery</p> <p>Third grade students performing at the partial mastery level will with encouragement: recognize appropriate and inappropriate sources of health information and products such as medicines; name people in the community who promote health; recognize basic first aid; and recognize how to place a 9-1-1 call.</p>	<p>Novice</p> <p>Third grade students performing at the novice level will with guidance and assistance: recognize appropriate and inappropriate sources of health information and products such as medicines; name people in the community who promote health; recognize basic first aid; and recognize how to place a 9-1-1 call.</p>
Objectives	Students will			
WE.3.2.01	construct and display (at home) information needed to place an accurate and efficient call to 9-1-1.			
WE.3.2.02	demonstrate basic first aid procedures.			
WE.3.2.03	discuss OTC and prescription medication with their appropriate and inappropriate uses.			

Grade 3 Wellness
Standard 3: Wellness Behaviors (W.S.3)
 Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.

Performance Descriptors W.S.3	Above Mastery	Mastery	Partial Mastery	Novice
<p>Distinguished</p> <p>Third grade students performing at the distinguished level will assist others with: the FITNESSGRAM; selecting appropriate protective gear for self and others; physical activities that are moderate-to-vigorous in intensity, a</p>	<p>Above Mastery</p> <p>Third grade students performing at the above mastery level will inform others about: the need for appropriate protective gear for self and others; personal responsibility for one's own hygiene, possible risky health situations and ways</p>	<p>Mastery</p> <p>Third grade students performing at the mastery level will: describe the need for appropriate protective gear for self and others; personal responsibility for one's own hygiene, possible risky health situations and ways to reduce stress;</p>	<p>Partial Mastery</p> <p>Third grade students performing at the partial mastery level will with encouragement: describe the need for appropriate protective gear for self and others; personal responsibility for one's own hygiene, possible risky</p>	<p>Novice</p> <p>Third grade students performing at the novice level will with guidance and assistance: describe the need for appropriate protective gear for self and others; personal responsibility for one's own hygiene, possible risky</p>

procedure for monitoring heart rate: accepting responsibility for hygiene; determining risky health situations and ways to reduce stress, levels on the Physical Activity Pyramid; responding appropriately in physical activity settings.	to reduce stress, the FITNESSGRAM, physical activities that are moderate-to-vigorous in intensity, a procedure for monitoring heart rate, levels on the Physical Activity Pyramid, responding appropriately in physical activity settings.	identify the areas of the FITNESSGRAM, physical activities that are moderate-to-vigorous in intensity, a procedure for monitoring heart rate, levels on the Physical Activity Pyramid; respond appropriately in physical activity settings.	health situations and ways to reduce stress; identify the areas of the FITNESSGRAM, physical activities that are moderate-to-vigorous in intensity, a procedure for monitoring heart rate, levels on the Physical Activity Pyramid; respond appropriately in physical activity settings.	health situations and ways to reduce stress; identify the areas of the FITNESSGRAM, physical activities that are moderate-to-vigorous in intensity, a procedure for monitoring heart rate, levels on the Physical Activity Pyramid; respond appropriately in physical activity settings.
Objectives	Students will			
WE.3.3.01	select and explain the need of appropriate protective gear for self and others (e.g., seat belts, helmets, goggles, gloves, sunscreen).			
WE.3.3.02	discuss and practice personal responsibility for one's own hygiene (deodorant, bathing, change of clothes).			
WE.3.3.03	discuss possible risky health situations at home, in school, and in the community.			
WE.3.3.04	model ways to reduce stress.			
WE.3.3.05	explore the areas of the FITNESSGRAM.			
WE.3.3.06	distinguish between physical activities that are moderate-to-vigorous in intensity.			
WE.3.3.07	demonstrate a procedure for monitoring heart rate.			
WE.3.3.08	recognize categories of the Physical Activity Pyramid.			
WE.3.3.09	respond appropriately in physical activity settings (e.g., follow rules and procedures, display good sportsmanship).			

Grade 3 Wellness				
Standard 4 Responsible Personal and Social Behavior (WE.S.4)				
Students will name ways that cultural, media and other factors influence decisions in daily living experiences.				
Performance Descriptors WE.S.4				
Distinguished				
Third grade students performing at the distinguished level will assist others on: determining recommended serving sizes, changes to school and other public facilities that accommodate individual differences, interpreting the food guide pyramid, developing steps involved in conflict	Above Mastery Third grade students performing at the above mastery level will: describe recommended serving sizes and changes to school and other public facilities that accommodate individual differences; inform others about the food guide pyramid, steps involved in conflict resolution, factors that contribute to achieving	Mastery Third grade students performing at the mastery level will: identify recommended serving sizes and changes to school and other public facilities that accommodate individual differences; describe the food guide pyramid, steps involved in conflict resolution, factors that contribute to achieving a	Partial Mastery Third grade students performing at the partial mastery level will with encouragement: identify recommended serving sizes and changes to school and other public facilities that accommodate individual differences; describe the food guide pyramid, steps involved in conflict resolution, factors that	Novice Third grade students performing at the novice level will with guidance and assistance: identify recommended serving sizes and changes to school and other public facilities that accommodate individual differences; describe the food guide pyramid, steps involved in conflict resolution, factors that

resolution, factors that contribute to achieving a healthy body; compare and contrast menus from fast food restaurants and advertisements; effective ways to say no and communicate wants and needs; setting and determining steps to achieve a goal; assessing factors that contribute to achieving and maintaining a healthy body.	a healthy body; compare and contrast menus from fast food restaurants and advertisements; role play effective ways to say no and communicate wants and needs; set and determine steps to achieve a goal; inform others on factors that contribute to achieving and maintaining a healthy body.	healthy body; compare menus from fast food restaurants and advertisements; select effective ways to say no and communicate wants and needs; set a goal; assess factors that contribute to achieving and maintaining a healthy body.	contribute to achieving a healthy body; compare menus from fast food restaurants and advertisements; select effective ways to say no and communicate wants and needs; set a goal; assess factors that contribute to achieving and maintaining a healthy body.	contribute to achieving a healthy body; compare menus from fast food restaurants and advertisements; select effective ways to say no and communicate wants and needs; set a goal; assess factors that contribute to achieving and maintaining a healthy body.
Objectives	Students will			
WE.3.4.01	describe the food guide pyramid and its value to personal health, understanding that food provides energy and nutrients for growth and development.			
WE.3.4.02	record and compare food choices based on recommended serving sizes.			
WE.3.4.03	explore menus from fast food restaurants for nutritional value.			
WE.3.4.04	identify changes to school and other public facilities that accommodate people with various kinds of challenges and/or cultural differences.			
WE.3.4.05	compare and contrast what advertisements infer about smoking to what students have learned in school.			
WE.3.4.06	discuss and describe the steps involved in conflict resolution (e.g. aggressive, passive and assertive).			
WE.3.4.07	select effective ways to say no and communicate wants and needs.			
WE.3.4.08	set a goal to become involved in keeping the community clean.			
WE.3.4.09	assess factors (e.g. food choices, physical activity, genetic) that contribute to achieving and maintaining a healthy body.			

Grade 3 Physical Education Movement Forms (WE.S.5)				
Standard 5 (WE.S.5)				
Students will: demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences that apply to daily living experiences.				
Performance Descriptors WE.S.01				
Distinguished				
Third grade students performing at the distinguished level will serve as a model for others while: throwing an object in an underhand and overhand	Above Mastery Third grade students performing at the above mastery level will use proper technique while: throwing an object in an underhand and overhand	Mastery Third grade students performing at the mastery level will use at least two elements of proper technique while: throwing an object in an underhand	Partial Mastery Third grade students performing at the partial mastery level will use at least one element of proper technique and need encouragement and	Novice Third grade students performing at the novice level will use at least one element of proper technique and need assistance while: throwing an object in an

method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object; chasing, fleeing, and evading.	method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object; chasing, fleeing, and evading.	and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object; chasing, fleeing, and evading.	guidance while: throwing an object in an underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object; chasing, fleeing, and evading.	underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object; chasing, fleeing, and evading.
Objectives	Students will			
WE.3.5.01	throw an object in an underhand and overhand method.			
WE.3.5.02	catch a moving object.			
WE.3.5.03	dribble a ball with hands from a stationary and a moving position.			
WE.3.5.04	direct an object to a target (e.g. kick, roll, throw, and strike).			
WE.3.5.05	demonstrate directional movements of clockwise and counterclockwise.			
WE.3.5.06	jump to an established rhythm.			
WE.3.5.07	perform rhythmic sequences using equipment.			
WE.3.5.08	continuously strike an object (e.g., balloon with hand, ball with foot).			
WE.3.5.09	demonstrate strategies for chasing, fleeing, and evading.			

Grade 3 Physical Education Development of Motor Skills			
(WE.S.6)	Students will: apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.		
Performance Descriptors WE.S.6			
Distinguished	Above Mastery	Mastery	Partial Mastery
Third grade students performing at the distinguished level will serve as a model for others while: identifying one critical element or component of	Third grade students performing at the above mastery level will: identify and assist others in identifying one critical element or component of	Third grade students performing at the mastery level will: identify one critical element or component of the kicking, dribbling, catching, throwing, and evading.	Third grade students performing at the partial mastery level will need encouragement and guidance to: identify one critical element or
			Third grade students performing at the novice level will need assistance to: identify one critical element or component of the kicking, catching,

the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, using specific feedback to improve performance.	the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, using specific feedback to improve performance.	with hands, jumping/landing and striking an object, use specific feedback to improve performance.	component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, use specific feedback to improve performance.	throwing, dribbling with hands, jumping/landing and striking an object, use specific feedback to improve performance.
Objectives	Students will			
WE.3.6.01	identify one critical element or component of the roll, kick, catch, throw, dribble with hands, jumping/landing and striking an object (e.g., use finger tips to dribble, use both hands when catching).			
WE.3.6.02	use specific feedback to improve performance.			

Fourth Grade Wellness Content Standards and Objectives

Students in the fourth grade will demonstrate wellness behaviors, practice health-enhancing skills and become advocates for their own personal health. Students will propose wellness strategies to develop independence, self-motivation and critical thinking skills. Advancements in proficiency of motor skills and movement concepts allow greater exploration of lifetime physical activities. Fourth grade incorporates vigorous activity to enhance physical development, social skills, and fosters participation in enjoyable physical activity outside the classroom. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

West Virginia Standards for 21 st Century Learning Wellness Promotion and Disease Prevention Objectives (WE.S.01)				
(WE.S.01)	Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.			
Performance Descriptors WE.S.01				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade students performing at the distinguished level will assist others in identifying ways to reduce the risk of contagious diseases, drug misuse/abuse and exposure to the sun, health problems common to their school, major organs and functions of the circulatory, respiratory, nervous, endocrine systems of the human body, and moderate to vigorous physical activities.	Fourth grade students performing at the above mastery level will inform others of ways: to reduce the risk of contagious diseases, drug misuse/abuse and exposure to the sun, health problems common to their school, major organs and functions of the circulatory, respiratory, nervous, endocrine systems of the human body, to participate in moderate to vigorous physical activities.	Fourth grade students performing at the mastery level will: identify ways to reduce the risk of contagious diseases, drug misuse/abuse and exposure to the sun, health problems common to their school, major organs and functions of the circulatory, respiratory, nervous, endocrine systems of the human body, and demonstrate moderate to vigorous physical activities.	Fourth grade students performing at the partial mastery level will with encouragement: identify ways to reduce the risk of contagious diseases, drug misuse/abuse and exposure to the sun, health problems common to their school, major organs and functions of the circulatory, respiratory, nervous, endocrine systems of the human body, and demonstrate moderate to vigorous physical activities.	Fourth grade students performing at the novice level will with guidance and assistance: identify ways to reduce the risk of contagious diseases, drug misuse/abuse and exposure to the sun, health problems common to their school, major organs and functions of the circulatory, respiratory, nervous, endocrine systems of the human body, and demonstrate moderate to vigorous physical activities.
Objectives	Students will			
WE.4.1.01	identify responsible health behaviors to avoid the spread of contagious diseases.			
WE.4.1.02	identify health problems that are common in the school setting.			
WE.4.1.03	describe major organs of the circulatory, respiratory, nervous, endocrine systems of the human body.			
WE.4.1.04	describe the harmful effects of too much sun exposure and what steps can be used to reduce exposure.			
WE.4.1.05	cite examples of improper use, misuse and abuse of drugs (e.g. alcohol, tobacco, OTC).			
WE.4.1.06	identify and demonstrate at least 3 physical activities of moderate to vigorous intensity that one can do outside of school environment.			

for most if not all days of the week.

Grade 4 Wellness Standard 2 Wellness Information and Services (WE.S.2)				
Students will demonstrate the ability to access valid wellness information, products and services that apply to daily living experiences.				
Performance Descriptors WE.S.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade students performing at the distinguished level will: independently identify community sources for health care, health information and health enhancing activities; and analyze the value of advertised health products.	Fourth grade students performing at the above mastery level will: identify community sources for health care, health information and health enhancing activities; and assess the value of advertised health products.	Fourth grade students performing at the mastery level will: recognize community sources for health care, health information and health enhancing activities; and state the value of advertised health products.	Fourth grade students performing at the partial mastery level will with encouragement: recognize community sources for health care, health information and health enhancing activities; and state the value of advertised health products.	Fourth grade students performing at the novice level will with guidance and assistance: recognize community sources for health care, health information and health enhancing activities; and state the value of advertised health products.
Objectives				
Students will recommend specific resources in the community from which to seek health care, health information, and health enhancing activities.				
Students will explain whom the media is trying to influence with health related products advertised on TV (or through other media).				

Grade 4 Wellness Standard 3 Wellness Behaviors (WE.S.3)				
Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.				
Performance Descriptors WE.S.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade students performing at the distinguished level will assist others with determining: strengths and weaknesses from the FITNESSGRAM, components of the F.I.T.T. principle, individual differences, use and misuse of drugs, risk-taking behaviors, meeting FITNESSGRAM standards.	Fourth grade students performing at the above mastery level will inform others of: strengths and weaknesses from the FITNESSGRAM, components of the F.I.T.T. principle, individual differences, use and misuse of drugs, risk-taking behaviors, meeting FITNESSGRAM standards, matching fitness	Fourth grade students performing at the mastery level will: identify strengths and weaknesses from the FITNESSGRAM, components of the F.I.T.T. principle, individual differences; list the use and misuse of drugs; describe risk-taking behaviors; meet FITNESSGRAM standards; match fitness assessment items to the appropriate	Fourth grade students performing at the partial mastery level will with encouragement: identify strengths and weaknesses from the FITNESSGRAM, components of the F.I.T.T. principle, individual differences; list the use and misuse of drugs; describe risk-taking behaviors; meet FITNESSGRAM standards; match fitness assessment	Fourth grade students performing at the novice level will with guidance and assistance: identify strengths and weaknesses from the FITNESSGRAM, components of the F.I.T.T. principle, individual differences; list the use and misuse of drugs; describe risk-taking behaviors; meet FITNESSGRAM standards; match fitness assessment

fitness assessment items to the appropriate fitness component and personal hygiene plan; working cooperatively, productively and safely in partner or small groups; recognizing and accepting individual differences in others.	assessment items to the appropriate fitness component, and developing a personal hygiene plan; working cooperatively, productively and safely in partner or small groups; recognizing and accepting individual differences in others.	fitness component; develop a personal hygiene plan; work cooperatively, productively and safely in partner or small groups; recognize and accept individual differences in others.	items to the appropriate fitness component; develop a personal hygiene plan; work cooperatively, productively and safely in partner or small groups; recognize and accept individual differences in others.	items to the appropriate fitness component; develop a personal hygiene plan; work cooperatively, productively and safely in partner or small groups; recognize and accept individual differences in others.
Objectives	Students will			
WE.4.3.01	discuss the use and misuse of drugs (alcohol, tobacco, caffeine, over-the-counter and prescription drugs).			
WE.4.3.02	define risk-taking behaviors (e.g., ATOD, nonuse of protective equipment) and their consequences.			
WE.4.3.03	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM.			
WE.4.3.04	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM.			
WE.4.3.05	match fitness assessment items to the appropriate fitness component.			
WE.4.3.06	identify the characteristics of activities needed to maintain health-related fitness.			
WE.4.3.07	identify the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type.			
WE.4.3.08	develop and practice a personal hygiene plan.			
WE.4.3.09	work cooperatively, productively and safely with a partner or small group.			
WE.4.3.10	recognize and accept individual differences in others (e.g. skills, appearance, gender).			

Grade 4		Mathematics	
Standard 4		Responsible Personal and Social Behaviors (WE.S.4)	
(WE.S.4)		Students will name ways that cultural, media and other factors influence decisions in daily living experiences.	
Performance Descriptors WE.S.4			
Distinguished	Above Mastery	Mastery	Partial Mastery
Fourth grade students performing at the distinguished level will assist others on: comparing and contrasting menus from culturally different restaurants, food advertising and their influences on personal health, TV programs that promote healthy family relationships, technology	Fourth grade students performing at the above mastery level will: compare and contrast menus from culturally different restaurants; inform others on food advertising and their influences on personal health, TV programs that promote healthy family relationships, of technology that examine benefits of	Fourth grade students performing at the mastery level will: compare menus from culturally different restaurants; provide examples of food advertising and their influences on personal health; select TV programs that promote healthy family relationships; use technology to examine	Fourth grade students performing at the novice level will with guidance and assistance: compare menus from culturally different restaurants; provide examples of food advertising and their influences on personal health; select TV programs that promote healthy family relationships; use

that examine benefits of using recreational safety equipment.	using recreational safety equipment.	benefits of using recreational safety equipment.	technology to examine benefits of using recreational safety equipment.
Objectives	Students will		
WE.4.4.01	analyze menus from culturally different restaurants for nutritional value.		
WE.4.4.02	discuss examples of food advertising and their influences on personal health.		
WE.4.4.03	select and discuss TV programs that exemplify healthy family relationships.		
WE.4.4.04	explore technology to examine risks involved in not using appropriate safety skills and equipment for recreational purposes (e.g., bike riding, helmet use).		

WE.4.4.04
Students will: demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences that apply to daily living experiences

Performance Descriptors WE.S.5			
Distinguished	Above Mastery	Mastery	Partial Mastery
Fourth grade students performing at the distinguished level will model for others the following skills: dribble and kick an object while moving; continuously strike an object using racquets; strike, toss and catch objects using long-handled implements; combine traveling, balancing, and rolling actions with a change in level, direction, or speed; volley an object to self; and apply strategies for chasing, fleeing, and evading; jumping a single rope continuously for at least one minute, and perform simple sequences in time to music using at least three movement types.	Fourth grade students performing at the above mastery level will use at least two of the elements of proper technique while performing the following skills: dribble and kick an object while moving; continuously strike an object using racquets; strike, toss and catch objects using long-handled implements; combine traveling, balancing, and rolling actions with a change in level, direction, or speed; volley an object to self; and demonstrate strategies for chasing, fleeing, and evading; jumping a single rope continuously for at least thirty seconds, and perform simple sequences	Fourth grade students performing at the mastery level will use at least one of the elements of proper technique while performing the following skills: dribble and kick an object while moving; continuously strike an object using racquets; strike, toss and catch objects using long-handled implements; combine traveling, balancing, and rolling actions with a change in level, direction, or speed; volley an object to self; and use strategies for chasing, fleeing, and evading; jumping a single rope continuously for at least fifteen seconds, and perform simple sequences in time to music using at	Fourth grade students performing at the novice level will use at least one element of proper technique and need assistance to: dribble and kick an object while moving; continuously strike an object using racquets; strike, toss and catch objects using long-handled implements; combine traveling, balancing, and rolling actions with a change in level, direction, or speed; volley an object to self; and use strategies for chasing, fleeing, and evading; jump a single rope continuously for at least fifteen seconds, and perform simple sequences in time to music using at least one movement type.

	in time to music using at least two movement types.	least one movement type.	least one movement type.
Objectives	Students will		
WE.4.5.01	while moving, dribble and kick an object.		
WE.4.5.02	continuously strike an object using a racquet.		
WE.4.5.03	strike, toss, catch objects using long-handled implements (e.g., bats, clubs, sticks).		
WE.4.5.04	combine traveling, balancing, and rolling actions with a change in level, direction or speed.		
WE.4.5.05	volley an object to self		
WE.4.5.06	jump a single rope continuously.		
WE.4.5.07	demonstrate strategies for chasing, fleeing, and evading.		
WE.4.5.08	perform simple sequences in time to music.		

Grade 4 Performance WE.S.6
Development of Motor Skills
 Students will: apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.

Performance Descriptors WE.S.6			
Distinguished	Above Mastery	Mastery	Partial Mastery
Fourth grade students performing at the distinguished level will serve as a model for others while: demonstrating critical elements or components for kicking, catching, throwing, dribbling with hands, and jumping/landing; demonstrating one critical element or component for dribbling with feet, striking with racquets, and striking tossed, catching with long-handled implements, using critical elements or component terminology to provide feedback to others; using appropriate practice to improve performance.	Fourth grade students performing at the above mastery level will identify and assist others in: demonstrating critical elements or components for kicking, catching, throwing, dribbling with hands, and jumping/landing; demonstrating one critical element or component for dribbling with feet, striking with racquets, and striking tossed, catching with long-handled implements, using critical elements or component terminology to provide feedback to others; using appropriate practice to improve performance.	Fourth grade students performing at the mastery level will: demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing; demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking tossed, catching with long-handled implements; use critical elements or component terminology to provide feedback to others; use appropriate practice to improve performance.	Fourth grade students performing at the partial mastery level will need encouragement and guidance to: demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing; demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking tossed, catching with long-handled implements; use critical elements or component terminology to provide feedback to others; use appropriate practice to improve performance.
Objectives	Students will		

WE.4.6.01	demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing.
WE.4.6.02	demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking, catching with long-handled implements (e.g., bats, sticks, clubs).
WE.4.6.03	use critical elements or component terminology to provide feedback to others.
WE.4.6.04	use appropriate practice to improve performance.

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

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

SUBJECT State Board Policy 2520.55: 21st Century Wellness PreK-4 Content Standards and Objectives FUND _____

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

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

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

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

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

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

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

12/19/06

West Virginia Department of Education

Shawn L. Peirce

126CSR44T

**POLICY 2520.55: 21st Century Wellness PreK-4 Content Standards and Objectives
for West Virginia Schools**

COMMENT PERIOD ENDS: February 12, 2007

COMMENT RESPONSE FORM

The following form is provided to assist those who choose to comment on Policy 2520.55: 21st Century Wellness Pre-K Content Standards and Objectives for West Virginia Schools. Additional sheets may be attached, if necessary.

Name : _____ Organization: _____

Title: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Please check the box below that best describes your role.

- | | | |
|---|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Community Member |

COMMENTS/SUGGESTIONS

§126-44T-1. General.

§126-44T-2. Purpose

126CSR44T

§126-44T-3. Incorporation by References

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

§126-44T. 21 Century Wellness PreK-4 Content Standards and Objectives for West Virginia Schools.

Please direct all comments to:

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