

WEST VIRGINIA
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

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2007 MAR 19 PM 3:28

OFFICE WEST VIRGINIA
SECRETARY OF STATE

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

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

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

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

AMENDMENT TO AN EXISTING RULE: YES _____ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

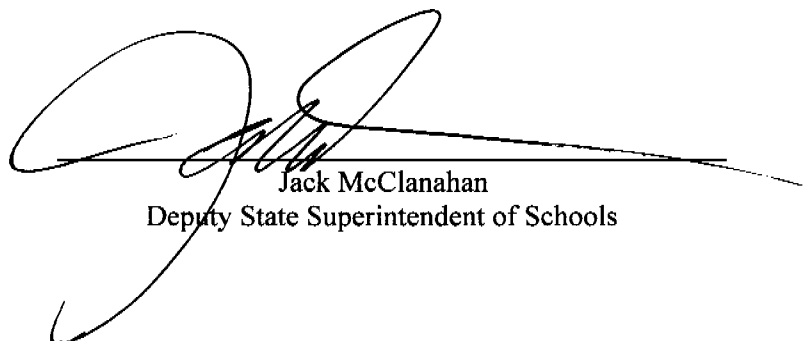
IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44T

TITLE OF RULE BEING PROPOSED: 21st Century Wellness PreK-4 Content

Standards and Objectives for West Virginia Schools (2520.55)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE

EFFECTIVE DATE OF THIS RULE IS July 1, 2008.



Jack McClanahan
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY 2520.55
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"
- 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
- incorporate time requirements of §18-2-7a (1) that requires "*Elementary school grades. -- Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.*" "(c) Enrollment in physical education classes and activities required by the provisions of this section shall not exceed, and shall be consistent with, state guidelines for enrollment in all other subjects and classes: *Provided, That schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet the physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet the physical education requirements established herein.*"

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.

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

2007 MAR 19 PM 3: 28

OFFICE WEST VIRGINIA
SECRETARY OF STATE

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

§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. - March 19, 2007.

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 21st Century Wellness PreK-4 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 PreK-4 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 PreK-4 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.

Note: §18-2-7a (1) required *Pre-Kindergarten*– “Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.” (c) Enrollment in physical education classes and activities required by the provisions of this section shall not exceed, and shall be consistent with, state guidelines for enrollment in all other subjects and classes: *Provided*, That schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet the physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet the physical education requirements established herein.”

(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
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	
WE.PK1.01	demonstrate proper personal hygiene routines as modeled by teacher (e.g., brushing teeth, hand washing, covering mouth, and disposal of tissues).				
WE.PK1.02	performs self-help tasks (e.g. feeding, bathing, toileting, and dressing oneself).				

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.	
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.					

(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	
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.	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.	

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

(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	Partial 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 novice level will with guidance and assistance: name unsafe situations and favorite foods.
WE.PK.4.01 name unsafe situations. (e.g. touching, running away and unsafe play).			
WE.PK.4.02 name favorite foods (e.g. selected from Food Guide Pyramid for Children or similar resources) and select those that are healthy.			

(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;	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;	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 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;

controlling small muscles in hands; coordinating eye-hand movement.	controlling small muscles in hands; coordinating eye-hand movement.		coordinate movement.	muscles coordinate movement.	hands; eye-hand
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.				

(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.5					
Distinguished		Above Mastery		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.	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.	
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.

Note: §18-2-7a (1) required *Kindergarten*— "Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week." "(c) Enrollment in physical education classes and activities required by the provisions of this section shall not exceed, and shall be consistent with, state guidelines for enrollment in all other subjects and classes: *Provided*, That schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet the physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet the physical education requirements established herein."

(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	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	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	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	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	

healthy foods; identifying and describing different feelings; explaining why tobacco is a harmful substance and body responses to physical activities	describe different feelings; explain why tobacco is a harmful substance and describe body responses to physical activities	substance and recognize body responses to physical activities	why tobacco is a harmful substance and recognize body responses to physical activities	why tobacco is a harmful substance and recognize body responses to physical activities
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. (e.g. selected from Food Guide Pyramid for Children)				
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.				

(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
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 model for others the use of 9-1-1; categorize healthy and unhealthy household	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	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	Kindergarten students performing at the partial mastery level will with encouragement: 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	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

products, and classify and locate health care resource persons.	care resource persons.	persons.	identify health care resource persons.	identify health care resource persons.
WE.K.2.01 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).				

(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				
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 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; describe actions that might lead to accidents or dangerous situations at school or in the community; assist others on	Above Mastery Kindergarten students performing at the above mastery level will: describe and demonstrate proper clothing to wear for various weather conditions and various activities; describe 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	Mastery Kindergarten students performing at the mastery level will: demonstrate proper clothing to wear for various weather conditions and various 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.	Partial Mastery Kindergarten students performing at the partial mastery level will with encouragement: demonstrate proper clothing to wear for various weather conditions and various 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.	Novice Kindergarten students performing at the novice level will with guidance and assistance: demonstrate proper clothing to wear for various weather conditions and various 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.

identifying physical activities outside of school that enhance health; and the need for rest and exercise.	explain the need for rest and exercise.			
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.			

(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	Novice
Kindergarten students performing at the distinguished level will share with others: appropriate communication, decision making skills and appropriate interactions.	Kindergarten students performing at the above mastery level will: describe appropriate communication, decision making skills and appropriate interactions with others.	Kindergarten students performing at the mastery level will: display appropriate communication and decision making skills; demonstrate appropriate interactions with others.	Kindergarten students performing at the partial mastery level will with encouragement: display appropriate communication and decision making skills; demonstrate appropriate interactions with others.	Kindergarten students performing at the novice level will with guidance and assistance: display appropriate communication and decision making skills; demonstrate appropriate interactions with others.
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).			

(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	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.	Above Mastery 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.	Mastery 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.	Partial Mastery 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.
Novice	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; traveling to the beat of even and uneven rhythms; and engaging in movements that promote cross lateral development.			
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.

(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
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.	Kindergarten students performing at the mastery level will: distinguish between a run, hop, jump, gallop, and slide; recognize basic movement and general space; identify one's relationship with an object or a person.	Kindergarten students performing at the partial mastery level will need encouragement to: distinguish between a run, hop, jump, gallop, and slide; recognize basic movement and general 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 and general concepts of personal and general space; identify one's relationship with an object or a person.		
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.

Note: §18-2-7a (1) required *First Grade*—“Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.” (c) Enrollment in physical education classes and activities required by the provisions of this section shall not exceed, and shall be consistent with, state guidelines for enrollment in all other subjects and classes. *Provided*, That schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet the physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet the physical education requirements established herein.”

(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	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	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	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	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

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.	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.	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.	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.	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.
WE.1.1.01 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.				

(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
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.	First grade students performing at the above mastery level will: verbally list safety helpers to contact for different problems; explain and demonstrate when and how to use 9-1-1; and identify and label harmful household products.	First grade students performing at the mastery level will: identify which safety helpers to contact for different problems; demonstrate when and how to use 9-1-1; and identify harmful household products.	First grade students performing at the partial mastery level will with encouragement: identify which safety helpers to contact for different problems; demonstrate when and how to use 9-1-1; and identify harmful household products.	First grade students performing at the novice level will with guidance and assistance: identify which safety helpers to contact for different problems; demonstrate when and how to use 9-1-1; and identify harmful household products.

products.			
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).		

(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; recognize the body signs of physical activity and inactivity; investigate 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;	Above Mastery First grade students performing at the above mastery level will: choose, locate, and verbalize the proper use of safety equipment for different activities; recognize the body signs of physical activity and inactivity; describe and 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	Mastery First grade students performing at the mastery level will: choose and verbalize proper use of safety equipment for different activities; recognize the body signs of 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,	Partial Mastery First grade students performing at the partial mastery level will with encouragement: choose and verbalize proper use of safety equipment for different activities; recognize the body signs of physical activity and inactivity; 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
Novice First grade students performing at the novice level will with guidance and assistance: choose and verbalize proper use of safety equipment for different activities; recognize the body signs of physical activity and inactivity; 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			

identify and demonstrate personal activities that can keep the home, school and neighborhood pollution-free.	rules for taking medicine; identify and explain personal activities that can keep the home, school and neighborhood pollution-free.	school and neighborhood pollution-free.	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.	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.
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.			

(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	Novice
First grade students performing at the distinguished level will: analyze family similarities and differences and how family structures change; categorize differences and their impact on role expectations; evaluate the	First grade students performing at the above mastery level will: give examples of family similarities and differences and how family structures change; explain differences and their impact on role expectations; describe the	First grade students performing at the mastery level will: describe family similarities and differences and how family structures change; discuss differences and their impact on role expectations; explain the importance of regular	First grade students performing at the partial mastery level will with encouragement: describe family similarities and differences and how family structures change; discuss differences and their impact on role expectations;	First grade students performing at the novice level will with guidance and assistance: describe 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 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	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	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	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	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
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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).

(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
First grade students performing at the distinguished level will serve as a model for others while:	First grade students performing at the above mastery level will use proper technique while:	First grade students performing at the mastery level will use at least two elements of proper	First grade students performing at the partial mastery level will use at least one element of proper
			Novice
			First grade students performing at the novice level will use at least one element of proper technique

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.	technique 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.	technique and need 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.	and need assistance 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.
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, general/self-space, directionality, and levels).			
WE.1.5.07	create expressive movement sequences.			

(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
First grade students performing at the distinguished level will: serve as a model for others while identifying a skip and a leap; performing and identifying directional movements of forward, backward, sideways, up and down.	First grade students performing at the above mastery level will: identify and analyze a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down; and encourage others.	First grade students performing at the mastery level will: identify a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down.	First grade students performing at the partial mastery level will need encouragement and guidance to: identify a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down.	First grade students performing at the novice level will need assistance to: identify a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down.
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.

Note: §18-2-7a (1) required Second Grade— "Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week." "(c) Enrollment in physical education classes and activities required by the provisions of this section shall not exceed, and shall be consistent with, state guidelines for enrollment in all other subjects and classes: *Provided*, That schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet the physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet the physical education requirements established herein."

(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
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	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	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	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	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

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.	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.	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.	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.	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.
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.			

(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
Second grade students performing at the distinguished level will: inform others about sources of health information and	Second grade students performing at the above mastery level will: describe sources of health information and	Second grade students performing at the mastery level will: identify sources of health information; define and demonstrate basic first	Second grade students performing at the partial mastery level will with encouragement: identify sources of health	Second grade students performing at the novice level will with guidance and assistance: identify sources of health information; define

basic first aid.	demonstrate basic first aid.	aid.	information; define and demonstrate basic first aid.	and demonstrate basic first aid.
<p>WE.2.2.01 identify sources of health information (e.g., pamphlets, internet, magazine, television, newspaper).</p>				
<p>WE.2.2.02 define and demonstrate basic first aid (e.g., cuts and burns).</p>				

(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
<p>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 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</p>	<p>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 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</p>	<p>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 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</p>	<p>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 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</p>	<p>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 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</p>

diseases; identify and model the components associated with health-related fitness; and participate in activities to improve fitness.	to prevent and control diseases; identify and describe the components associated with health-related fitness; and participate in activities to improve fitness..	discuss the components associated with health-related fitness; and participate in activities to improve fitness..	diseases; identify and discuss the components associated with health-related fitness; and participate in activities to improve fitness..	diseases; identify and discuss the components associated with health-related fitness; and participate in activities to improve fitness..
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.			

(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				
Second grade students performing at the distinguished level will: analyze and explain the relationship between where people live and the foods they eat; analyze and assess the ways news media, technology and	Above Mastery Second grade students performing at the above mastery level will: define and explain the relationship between where people live and the foods they eat; identify and assess the ways news media, technology and other	Mastery Second grade students performing at the mastery level will: explain the relationship between where people live and the foods they eat; recognize the ways news media, technology and other sources provide information	Partial Mastery Second grade students performing at the partial mastery level will with encouragement: explain the relationship between where people live and the foods they eat; recognize the ways news media, technology and other	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; recognize the ways news media, technology and other

<p>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; record eating and exercise habits and discuss positive and negative health behaviors; work with a family member to plan a healthy family meal.</p>	<p>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; record eating and exercise habits and discuss positive and negative health behaviors; work with a family member to plan a healthy family meal.</p>	<p>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; record eating and exercise habits and discuss positive and negative health behaviors; work with a family member to plan a healthy family meal.</p>	<p>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; record eating and exercise habits and discuss positive and negative health behaviors; work with a family member to plan a healthy family meal.</p>	<p>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; record eating and exercise habits and discuss positive and negative health behaviors; work with a family member to plan a healthy family meal.</p>
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 e.g., (food choices, health care).			
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).

(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
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 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.
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.

(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
Second grade students performing at the distinguished level will serve 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.	Second grade students performing at the above mastery level will: identify, 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.	Second grade students performing at the mastery level will: 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.	Second grade students performing at the partial mastery level will need 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.
Novice	Second grade students performing at the novice level will need assistance 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.		
WE.2.6.01 identify and demonstrate directional movements of left and right.			
WE.2.6.02 identify one critical element or component of balancing, transferring weight and rolling (e.g., bend knees for better balance).			
WE.2.6.03 use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.			

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.

Note: §18-2-7a (1) required *Third Grade*—“Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.” (c) Enrollment in physical education classes and activities required by the provisions of this section shall not exceed, and shall be consistent with, state guidelines for enrollment in all other subjects and classes: *Provided*, That schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet the physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet the physical education requirements established herein.”

	(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				
	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	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	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	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					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

<p>disease; explain and assist others with the components of fitness, including the food pyramid and different kinds of physical activity and assist others with selecting and logging physical activity in addition to physical education class that brings personal enjoyment.</p>	<p>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</p>	<p>school; explain the benefits of fitness and demonstrate an activity for each.</p>	<p>disease; log physical activity outside of school; explain the benefits of fitness and demonstrate an activity for each.</p>
<p>WE.3.1.01 describe the major organs and functions of the body systems.</p>			
<p>WE.3.1.02 summarize ways to prevent the spread of germs.</p>			
<p>WE.3.1.03 select and log physical activity in addition to physical education class that brings personal enjoyment.</p>			
<p>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.</p>			

<p>(WE.S.2) Students will demonstrate the ability to access valid wellness information, products and services that apply to daily living experiences.</p>				
<p>Performance Descriptors WE.S.2</p>				
<p>Distinguished</p> <p>Third grade students performing at the distinguished level will:</p> <p>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:</p> <p>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>

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.

(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				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
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 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.	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 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.	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; 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.	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 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.	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 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.
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, excluding Body Mass Composition.
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).

(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	Novice
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 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	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 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	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 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	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 contribute to achieving a healthy body; compare menus from fast food restaurants and advertisements; select effective ways to say no and communicate wants and	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 contribute to achieving a healthy body; compare menus from fast food restaurants and advertisements; select effective ways to say no and communicate wants and

communicate wants and needs; setting and determining steps to achieve a goal; assessing factors that contribute to achieving and maintaining a healthy body.	steps to achieve a goal; inform others on factors that contribute to achieving and maintaining a healthy body.	factors that contribute to achieving and maintaining a healthy body.	needs; set a goal; assess factors that contribute to achieving and maintaining a healthy body.	needs; set a goal; assess factors that contribute to achieving and maintaining a healthy body.
WE.3.4.01	describe the food guide pyramid and its value to personal health, recognizing 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.			

(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.01				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level will serve as a model for others while:	Third grade students performing at the above mastery level will use proper technique while:	Third grade students performing at the mastery level will use at least two elements of proper	Third grade students performing at the partial mastery level will use at least one element of proper	Third grade students performing at the novice level will use at least one element of proper technique

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.	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.	technique 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.	technique and need encouragement and 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.	and need assistance 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.
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.			

(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
Third grade students performing at the distinguished level will serve as a model for others while: identifying one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, using specific feedback to improve performance.	Third grade students performing at the above mastery level will: identify and assist others in identifying one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, using specific feedback to improve performance.	Third grade students performing at the mastery level will: identify one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, use specific feedback to improve performance.	Third grade students performing at the partial mastery level will need encouragement and guidance to: identify one critical element of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, use specific feedback to improve performance.	Third grade students performing at the novice level will need assistance to: identify one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, use specific feedback to improve performance.
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.

Note: §18-2-7a (1) required *Fourth Grade*— "Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week." "(c) Enrollment in physical education classes and activities required by the provisions of this section shall not exceed, and shall be consistent with, state guidelines for enrollment in all other subjects and classes: *Provided*, That schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet the physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet the physical education requirements established herein."

(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	Fourth grade students performing at the above mastery level will inform others of ways: to reduce the risk of contagious diseases, drug	Fourth grade students performing at the mastery level will: identify ways to reduce the risk of contagious diseases, drug misuse/abuse and exposure	Fourth grade students performing at the partial mastery level will with encouragement: identify ways to reduce the risk of contagious diseases, drug	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 moderate to vigorous physical activities.	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.	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.	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.	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.
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.			

(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	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	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

advised health products.	health products.	health products.
WE.4.2.01	recommend specific resources in the community from which to seek health care, health information, and health enhancing activities.	
WE.4.2.02	explain whom the media is trying to influence with health related products advertised on TV (or through other media).	

(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
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, fitness assessment items to the appropriate fitness component and personal hygiene plan; working cooperative, productive and safely in partner or small groups; recognizing and accepting individual differences in others.	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 assessment items to the appropriate fitness component, and developing a personal hygiene plan; working cooperative, productive and safely in partner or small groups; recognizing and accepting individual differences in others.	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 fitness component; develop a personal hygiene plan; work cooperative, productive and safely in partner or small groups; recognize and accept individual differences in others.	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 items to the appropriate fitness component; develop a personal hygiene plan; work cooperative, productive and safely in partner or small groups; recognize and accept individual differences in others.
Novice	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 items to the appropriate fitness component; develop a personal hygiene plan; work cooperative, productive and safely in partner or small groups; recognize and accept individual differences in others.		

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, excluding Body Mass Composition.
WE.4.3.04	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition
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).

(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	Novice
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 that examine benefits of using recreational safety	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 using recreational safety equipment.	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 benefits of using recreational safety	Fourth grade students performing at the partial mastery level will with encouragement: 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 benefits of using	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 technology to examine benefits of using

equipment.	equipment.	recreational safety equipment.	recreational safety equipment.
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.4.4.05	Plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).		

(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	Above Mastery	Mastery	Partial Mastery	Novice
Distinguished	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 apply strategies for chasing.	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	Fourth grade students performing at the partial mastery level will use at least one element of proper technique and need encouragement and guidance 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;	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

<p>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.</p>	<p>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 in time to music using at least two movement types.</p>	<p>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 least one movement type.</p>	<p>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.</p>	<p>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.</p>
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.			

(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
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,	Fourth grade students performing at the above mastery level will identify and assist others in: demonstrating critical elements or components for kicking, catching, throwing,	Fourth grade students performing at the mastery level will: demonstrate critical elements or components for the kick, throw, dribble with hands, and jumping/landing;	Fourth grade students performing at the partial mastery level will need encouragement and guidance to: demonstrate critical elements or components for the kick,	Fourth grade students performing at the novice level will need assistance to: demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and

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 or critical elements or component terminology to provide feedback to others; using appropriate practice to improve performance.	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 or critical elements or component terminology to provide feedback to others; using appropriate practice to improve performance.	demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking tossed, catching with long-handled implements or critical elements or component terminology to provide feedback to others; use appropriate practice to improve performance.	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 or critical elements or component terminology to provide feedback to others; use appropriate practice to improve performance.	jumping/landing; demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking tossed, catching with long-handled implements or critical elements or component terminology to provide feedback to others; use appropriate practice to improve performance.
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 tossed, 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

12/19/2006

West Virginia Department of Education

Original Fiscal Note Signed by: Steven L. Paine

Steven L. Paine

**Policy 2520.55: Wellness
Comment Log
Beginning & Ending Date of Comment Period
January 12, 2007-February 12, 2007**

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/9/07	Amy M. Rogers-Sidwell	<p>§126-24T-1. General</p> <p>I object to the proposed revisions to the content and objectives in WV BOE Policy 2520.55. The term "Wellness" does not reflect a particular discipline; whereas the terms "Health Education" and "Physical Education"</p>	NA/-	The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards

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		<p>have nationally recognized standards for professionals in those disciplines. Health educators and physical educators are those professionals who have met established criteria for certification and/or teacher preparation. Policy 2520.55 fails to specify whether teachers without teacher certification in health education and/or physical education will deliver "wellness" content to our Pre K-4th grade students. As a parent, West Virginia taxpayer, Certified Health Education Specialist and doctoral degree candidate in Physical Education/Teacher Education, I strongly object to the potential threat that my children will learn their health and physical education content knowledge from anyone other than teachers who are licensed to teach "Health Education" and "Physical Education."</p>		<p>to guide them in the development of the proposed Wellness Standards. The West Virginia Department of Education's Office of Certification has been consulted concerning certification issues regarding the proposed Wellness Standards. All teachers currently certified to teach Health Education and Physical Education in the West Virginia public school system will be highly qualified to deliver Wellness Standards.</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>Steven Paine wrote in the Forward to this policy, "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..and best practice in the field of wellness."</p> <p>Were physical educators and health educators involved in crafting this policy? My contention is that "regular classroom teachers" and "special education teachers" cannot possibly know what are the best practices in wellness, because there are no nationally recognized best practices in wellness! Which West Virginia "higher education institutions" were consulted in framing these revisions? This proposed policy has great implications for the manner in which we train teacher candidates.</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/10/07	Joseph O Smith Wood County Schools;WVAHPERD	Wellness is a term replacing Health and PE and these needs to be taught to parents and educators.	N/o	
1/31/07	Patty Trucks, Parent-Family member/Inwood, WV	I feel that the policy that you are inflicting is unfair to our children. We have sat back and let you take away the amount of holidays we are allowed to celebrate, now the few that we are allowed to celebrate we aren't allowed to have candy, cookies, cup cakes and only certain juices. I agree that a healthy diet is important but it is a habit that needs to be formed at home. I don't feel that the few holidays that you allow us to celebrate with the kids at school is going to do them any harm. Maybe we should look at the activity levels at school also. If your are that concerned with our childrens	N/-	

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>health exercise is as important if not more than the diet. Our kids have gym once a week. They are suppose to have a 30 min recess every day. However alot of times teachers or aides are taking this time away from them either for punishment or simply because they don't want to watch the kids. If it is to cold to go out side the teachers decide to just put a movie in becaus!</p> <p>e it is easier and requires less effort on their part. While they have been supplied with things for the kids to do in doors. Or maybe we could look at the silent lunch, or the fact that kids are not allowed enough time to eat there lunch because of the long lines and the amount of time it takes to get through the lines before they sit down. Maybe we should add a 20 min recess in the morning so the kids can get more exercise if we are truly concerned with their health.</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>But I do think that we should consider some exceptions for the two or three holiday parties we allow the kids to have, if this is going to be the policy think of how it is going to impact the fundraising for schools. The concession stands at school games. If obesity and the health issues related are your concern consider the exercise side as well and do something for the kids. They need help no one listens to them, they want the recess there time to play and run. But we take that away in a heartbeat ! with no second thought, but we will keep them from having a cupcake at a holiday party. Do you really think this is the answer??</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/4/07	Mary Weikle, Teacher/ East Dale Elementary	<p>Basic additions that were left out of the descriptors that are listed as objectives:</p> <p>Found a double entry in standard 5 grades 1,2,3,& 4 the following statement: that apply to daily living experiences.</p> <p>Add in the descriptors for grade 1 Standard 3: body signs of inactivity and activity.</p> <p>Add in the descriptors for grade 2 Standard 3: and participate in activities to improve fitness, to the end of each descriptor.</p> <p>Add in the descriptors for grade 2 Standard 4: record eating and exercise habits and discuss positive</p>	A/+	Corrections made to CSO's.

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	Christine Elizabeth Zupanc	<p>and negative health behaviors. work with a family member to plan a healthy family meal</p> <p>In order to better implement the wellness standards, responsibilities for specific objectives should be coded. Suggestion would be to designate with bold print which CSOs are primarily to be implemented in Physical Education by the physical education teacher, which by general educator (regular text) and those which might be shared by both professionals (red)?</p> <p>As a student of health and physical education, and a future educator, I strongly believe that content standards for physical education should not be taken away from our k-4 children. In grades k-4, children are at a very fragile state in which they need to be</p>	A/-	The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	John Paul Bucher, Student	<p>introduced to a lifetime of fitness and wellness. Physical education is not just "recess time" at this age!</p> <p>Children learn and gain several valuable social and leadership qualities that will be utilized throughout their entire lives. Physical education constitutes for the foundation of a happy, healthy, and well-adjusted life.</p> <p>Why would the state of West Virginia, who has the second highest obesity rate in the nation, want to do anything that will hinder the physical education experience in our youth? I firmly believe that eliminating content standards for physical education in k-4 will make a mad situation even worse for the state of West Virginia.</p>	N/-	to guide them in the development of the proposed Wellness Standards.
		To the committee members making the final decision		The 21st Century Wellness

Date	Individual/Organization	Comments	Action/ Type	Rationale
1/10/17	Fairmont State University	<p>on whether or not we should keep the Physical Education content standards for our PreK-4 students, I extremely disagree with doing away with these standards. At this stage in their lives our students need the opportunity to develop many fundamental motor skills and psychomotor development. At this particular age our students are apt to want to move around during the day, having them sit in seats for more of the day could have a counteractive effect. I'm sorry but it doesn't make sense to me to take away more physical activity from our students when we are nearly last in the U.S. in obesity rate for children, if anything we need to increase activity to help our students live healthier, happier lives.</p> <p>Folks: Good nutrition and healthful eating practices should</p>	A/+	<p>Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p>
	Barbara N. Fish/WVDOE			<p>Nutrition objectives: WE.PK.4.02 WE.K.1.04</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>be taught early in the schools and certainly before third grade. Many teaching resources are available (see link below.) Children ages 6-11 should be taught that maintaining a healthy diet of</p> <ol style="list-style-type: none"> 1. fruits and vegetables 2. whole grains 3. fat-free or low-fat milk products 4. lean meats, poultry, fish, beans, eggs and nuts, and 5. low in saturated fats, cholesterol, sodium and added sugars is essential. <p>Therefore, this nutritional information should be a part of the content standards for wellness beginning in kindergarten and reemphasized or expanded throughout the elementary grades. Hopefully, by third grade, children will have "my pyramid for kids" memorized.</p>		<p>WE.1.1.02 WE.2.3.03 WE.2.4.01 WE.2.4.02 WE.2.4.03 WE.2.4.04 WE.3.3.08 WE.3.4.01 WE.3.4.02 WE.3.4.03 WE.4.4.01 WE.4.4.02 WE.4.4.03 WE.4.4.05</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>Teaching good health (mental and behavioral as well as physical), nutrition and physical activity can be incorporated in core subjects easily. We should begin teaching all wellness standards as soon as possible; kindergarten. Sincerely, Barbara Fish, Member West Virginia Board of Education</p>		
2/21/07	Barbara Fish WVBOE	<p>Nutrition piece: PK = "name favorite foods"; K = identify healthy foods; 1st = "describe the effects of healthy and less healthy foods on the body."; 2nd = "explain the relationship between where people live and the foods they eat" "record eating and exercise habits and discuss positive and negative health behaviors", "work with a family member to plan a healthy family meal"; 3rd = food guide pyramid; 4th =</p>	A/+	See above comment

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>"analyze menus from culturally different restaurants for nutritional value, discuss examples of food advertising and their influences on personal health.</p> <p>I continue to believe that the food guide pyramid for this age group should be introduced as early as Kindergarten. I worry that the identification of healthy choices will be left to the discretion of the classroom teacher which may not be what is called out in the pyramid. They pyramid is an easy tool to use and would be quite easy to use with the little ones. Third grade is not early enough to introduce this important concept. Kids are learning to read in 1st grade or younger. They are able to identify food groups, too. Healthy foods as well as favorite foods should be identified in PK.</p> <p>I believe I addressed these concerns with the OHS in</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>December.</p> <p>Thanks for your attention to this important matter.</p> <p>Barbara Fish</p>		
2/12/07	Randy Hess, Asst. Professor/ Fairmont State University	We have enough problems getting children to be active as it stands now. It makes better sense to make the kids do physical activity in a supervised environment led by professionals (actual physical education teachers—not elementary classroom teachers) because lifestyle habits are established early in life and carry over through adulthood. Knowledge is not enough — they need to be	N/o	

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>physically active especially when you consider the fact that the children should be developing proper movement fundamentals that prepare them to function efficiently in everyday life. We worry about health care ---lets be proactive in the state of West Virginia and try to prevent health problems rather than find a way to pay medical expenses.</p>		
2/12/07	Lynn Housner, Associate Dean/ WVU	<p>I would first like to begin my comments with several concerns about the process used by the WVDOE to develop and solicit feedback regarding the proposed P-4 "Wellness" standards. First, they were developed without any participation by university teacher education faculty. Combining health and physical education standards has serious implications for teacher education programs in WV and they should have been presented in this important process.</p>	A/-	<p>Certification requirements are the same for Wellness as they are for Physical Education and Health Education.</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>Second, the solicitation of comments/feedback should be advertised prominently on the homepage of the WVDOE website, not hidden from view. If this process is designed to obtain as much feedback as possible, one would think the process would be highly transparent. I have been waiting since October to comment and have gone to the WVDOE website each week for the last two months. I only found out about the wellness standards were available for comment last week when a colleague indicated where they could be found.</p> <p>After navigating through the website, I finally found the site and the standards were mis-labelled with the P-4 left out. Many others have found your solicitation of comments problematic. Third, once I got on last Friday and spent an hour crafting my comments, I sent them only to find out</p>		

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		<p>that you MUST fill in the spam blocker or the message is lost even though the instructions do not say this.</p> <p>Finally, the emails of your BOE members are not listed. These are OUR representatives and should be available to us so that we can contact them when critical issues such as this arise.</p> <p>Overall, the way the WVD OE has handled this process is flawed and in need of reform.</p>		
2/11/07	Dr. Lynn Housner, WVU	<p>I would first like to begin my comments with several concerns about the process used by the WVD OE to develop and solicit feedback regarding the proposed P-4 "Wellness" standards. First, they were developed without any participation by university teacher education faculty. Combining health and physical education standards has serious implications for</p>	A/-	The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed

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		<p>teacher education programs in WV and they should have been presented in this important process. Second, the solicitation of comments/feedback should be advertised prominently on the homepage of the WVDOE website, not hidden from view. If this process is designed to obtain as much feedback as possible, one would think the process would be highly transparent. I have been waiting since October to comment and have gone to the WVSOE website each week for the last two months. I only found out about the wellness standards were available for comment last week when a colleague indicated where they could be found.</p> <p>After navigating through the website I finally found the site and the standards were mis-labelled with the P-4 left out. Many others have found your solicitation of comments problematic.</p>		<p>Wellness Standards. The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant or outdated.</p>

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		<p>Third, once I got on last Friday and spent an hour crafting my comments, I sent them only to find out that you MUST fill in the spam blocker or the message is lost even though the instructions do not say this.</p> <p>Finally, the emails of your BOE members are not listed. These are OUR representatives and should be available to us so that we can contact them when critical issues such as this arise.</p> <p>Overall, the way the WDOE has handled this process is flawed and in need of reform.</p>		
2/11/07	Mike Lopez, Instructor of Health & Human Performance/ Fairmont State University	As I digest policy 2520.55, i can't help to think that this will further eliminate the need for physical education class and teachers. The policy seems to combine the heath and physical activity standards but with a	N/-	The 21st Century Wellness Content Standards and Objectives design team used current National Health and

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>HEAVY emphasis on health (classroom based instruction). The balance looks off, but so is the body fat% of our young impressionable youth. It also appears that the objectives are more classroom based.</p> <p>In our school system, when physical activity instruction is combined with ANY classroom objectives, the time spent in activity decreases. That to me is the problem. Why are kids obese? Why do we have the unhealthiest society in the world? Because as "leadders" we are finding ways to just "generalize" the importance of exercise (until disease forces us to change, and then we can just turn to the prescription medication world to get through).</p> <p>I personally feel the school should start every day with some sort of movement or flexibility actions. But we can't wait to sit the kids down, bombard them with</p>		<p>Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>instruction and work to get them up to "our" set academic standards.</p> <p>Why not increase the standards of exercise?</p> <p>How do you feel after 15 - 30 minutes of movement?</p> <p>Do you perform better at work, are you happier at home?</p> <p>Why does this philosophy start when we develop the many "self - induced" american society diseases.</p> <p>If we want to produce better people, we have to keep physical education standards seperate and not "ball them up" with items such as hygiene and drugs.</p> <p>Exercise and movement will aid us in teaching most all of our other "critical" subjects and objectives and goals will increase.</p> <p>thank you for considering my thoughts</p>		<p>either set of standards unless they were redundant.</p> <p>The proposed policy does not lessen the Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West Virginia State Board of Education encourages schools to provide additional opportunities for physical activity throughout the school day.</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/5/07	Dennis Mickey, Health/Physical Education 5-8 teacher/ Mineral County Schools	<p>A great policy only if implemented by a certified Health and Physical Education Teacher. I have witnessed first-hand what occurs when elementary classroom teachers attempt to plan and implement Physical Education and Health lessons-nothing. It is nothing more than recess, no structure, no learning, just dodgeball, wiffleball and kickball.</p> <p>I recently assumed responsibility of our 5th grade Physical Education classes which were being taught by the classroom teachers. Not because of lack of effort but because lack of training, it was a struggle for the 5th grade teachers. Classes were unorganized, the curriculum repetitive and little of the national standards were being reinforced. Since assuming this responsibility the 5th grade staff has commented on</p>	N/o	The West Virginia Department of Education's Office of Certification has been consulted concerning certification issues regarding the proposed Wellness Standards. All teachers currently certified to teach Health Education and Physical Education in the West Virginia public school system will be highly qualified to deliver Wellness Standards.

Date	Individual/Organization	Comments	Action/Type	Rationale
		<p>how much the program has improved. We need to make strides forward in Health and Physical Education not backwards.</p> <p>Our young people are spending an enormous amount of time "consumed by technology". Sedentary time on cell phones, video games, televisions and computers. Offering a curriculum that includes a wide variety of activities that reinforces positive activity choices enhances our students well-being and academic performance. Please consider this when adopting a new policy.</p> <p>Keep out certified Health and Physical Education programs strong by allowing adequately trained teachers to do their jobs.</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/4/2007	Luanna M. Moore, Teacher/ Elkins, WV	<p>Policy 2520.55 has taken previously separate standards' policies for Physical Education and for Health at the PreK through 4th grade levels and combined them under the title of wellness. The combining of these two areas at these grade levels only lessens the importance of each. Yes, the two areas are closely related, but they each have their own distinct content.</p> <p>It would be just as practical to combine physical education and music, because we both teach dance, movement to a beat, and the rhythmical basis of movement.</p> <p>This change comes at a time when the need for quality programs in both health and physical education, particularly in our state, is very great. Childhood obesity is epidemic. It affects the health, well-being and learning ability of our students.</p>	N/-	The 21st Century Wellness and Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.

Date	Individual/Organization	Comments	Action/Type	Rationale
2/10/07	Wallace B. Neel, Dean of Professional	<p>Today's students will be the first generation to not out live their parents. One in four will have to deal with diabetes. There is an emphasis, both nationally and statewide, on wellness because of this. Health and Physical Education are both elements of Wellness. But as they are being combined here for PreK-4th, both subjects are getting watered down by the other and the Physical Education standards have been greatly weakened.</p> <p>Also of concern is how this new system will allow for an efficient educational flow for the students. At the 5th grade level the standards will change back to separate standards for Health and Physical Education and Wellness as a content area will no longer exist.</p>	N/o	The 21st Century Wellness Content Standards and

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	Studies/ Bethany College	<p>I trust you will receive my comments in the good faith in which they are intended.</p> <p>Having been in attendance at all 21st Century Project sessions, I have been extremely pleased with the inclusion of Wellness as a major emphasis in the initiative. Unfortunately, I have reservations about the recommendations on how they will be implemented. It seems apparent that they have been melded with the current initiatives in physical activity. On the surface this appears to be ok, but my concern is that the "very limited" amount of time-90 minutes-currently given over to physical activity will be eroded even further by jamming the additional CSO's requirements into the current physical activity time allocations. This seems to be a prime example of "robbing Peter to pay Paul"!</p>		<p>Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>We need to create developmentally appropriate movement activities that are essential to enhancing cognitive, affective and motor skills. We do not need more seat time, we need less! Research shows that children learn best at this age through movement, not to mention the importance of developing the lifestyle habits essential to fitness and health later in life. Changing habits later is a no win proposition. The idea is to bring students to the work place with these skills and dispositions already in place. They must be created early and continuously reinforced over time. If we are serious about wellness as a goal, we must give it its due or it will fail.</p> <p>For the welfare of future generations we must abandon the current philosophy of doing too little</p>		<p>appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant or outdated.</p> <p>The 21st Century Wellness Content Standards and Objectives design team developed Performance Descriptors that demand increased rigor.</p> <p>The proposed policy does not lessen the Physical Education and physical activity opportunities. West Virginia</p>

Date	Individual/Organization	Comments	Action/Type	Rationale
		<p>early in life and paying for it many times over later in life. If nothing else, the economics will overwhelm us.</p> <p>I know NCLB is the driving thrust of most, if not all, of what we do, but one definition of insanity is doing the same thing over and over and expecting different results. The body teaches the mind and structured physical activity enhances learning in all three domains, key components of 21st Century Learning. We give lip service to providing instruction in authentic situations. Why do we refuse to take maximum advantage of play, the most powerful motivational and instructional authentic tool in our arsenal, to provide optimal learning opportunities in our schools? I appreciate your time and interest in this matter.</p>		<p>State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West Virginia State Board of Education encourages schools to provide additional opportunities for physical activity throughout the school day.</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>Please advise of comments and concerns.</p> <p>Respectfully, Wallace Neel, Ed.D. Dean of Professional Studies Professor of Physical Education-Sports Studies Bethany College</p>		
2/12/07	Paul Reneau Ph.D., Associate Professor/ Fairmont State University	<p>I have a concern about this new policy. It appears that Physical Education is being completely replaced by Health/Wellness. Though I agree that health & wellness are very important so to is the ability to move correctly. It makes no logical sense that a state with the health problems of WV would concentrate on the mental aspect of wellness by foregoing the physical/movement aspect. As research has shown</p>	N/-	<p>The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p>

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		<p>habits learned early in life are carried throughout life. This apply's very much to exercise. Research ha also shown that students who get regular exercise have a greater oxygen flow to the brain resulting in a greater capacity to learn and enhance their intelligence. What good is all the mental knowledge of wellness if a child has not learned how to use it through activity, or what good is knowledge if you're not alive to use it. I feel that the "elimination" of physical education will have a detrimental effect on the health and fitness of our states youth in their fu!</p> <p>ture, we will most probably se an increase in the number of residents that are overweight and obese (as if the current number isn't high enough). The rolling together of Physical Education into Wellness is not a good idea and P.E. should be kept in the</p>		<p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant or outdated.</p>

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2/11/07	Greg Richmond, Teacher/ New Martinsville, WV	<p>I find it disheartening that the State Department wants to further limit the time children are engaged in physical activity during the limited time we have to teach them. Incorporating the health standards with the PE standards sounds good but will make the PE teacher responsible for covering them during the very limited time we have our children now. I know that the state says we are to have so many minutes per day mandated, but until they come up with a revised system to allow counties to hire enough teachers to comply with that mandate, the time requirements are not going to be met.</p> <p>This new proposal will further limit activity time. I am not in favor of this change and am requesting that this change not occur.</p>	N/-	<p>The proposed policy does not lessen Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West Virginia State Board of Education encourages schools to provide additional opportunities for physical activity throughout the school day.</p>

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2/12/07	Jaylen Turner, President, WVAHPERD	West Virginia Code 2520.55 combines standards for health and physical education and proposes the teaching of wellness in grades k thru 4. The West Virginia Association of Health, Physical Education, Recreation, and Dance opposes this policy. Physical education delivered by specialists is the best way to teach children the skills needed to make physical activity enjoyable and lifetime in nature. At a time when children are moving less and obesity is reaching epidemic proportions, elimination physical education is not in the best interests of our students.	N/-	<p>The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical</p>

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				Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age- appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant or outdated.

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2/14/07	Paula Hogue, Teacher/ Ritchie County Schools	Should not make BMI a part of Fitnessgram testing. Standard #3 of Wellness 4 th grade	A/+	Request accepted and added to objectives: WE.4.3.03 WE.4.3.04
2/9/07	Amy M. Rogers-Sidwell, Community	126-44T-2 Purpose "Students in grades Pre-K-4 are introduced to the wellness concept which builds the foundation for	N/-	The 21st Century Wellness Content Standards and

Date	Individual/Organization and Residence Unknown	Comments	Action/Type	Rationale
		<p>health literacy and an appreciation for lifelong physical fitness (2007, p.v)."</p> <p>This sentence is poorly worded, and demonstrates that those creating this policy did not research these disciplines. Who defined "the wellness concept?" "Health literacy" refers to understanding health. Don't we want our Pre-K-4 graders to do more than understand health? Don't we want our students to do more than "appreciate" physical fitness?</p> <p>We should expect that our students will complete measurable objectives which are informed by National Standards in Physical Education and Health Education. WV Policy 2520.55 has four Standards related to what would traditionally be health education, and only two Standards related to what should be termed physical education. The National Association</p>		<p>Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-</p>

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		for Sport and Physical Education (NASPE) lists six standards, and the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) lists seven standards. Why should West Virginia have fewer than 13 standards in these areas?		<p>appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant or outdated.</p> <p>Wellness is a term that is intended to combine Health Education and Physical Education Standards under 21st Century Learning Skills.</p>
2/10/07	Joseph O Smith Wood County Schools;WVAHPERD	Wellness is a term replacing Health and PE and this needs to be taught to parents and educators.	N/o	
2/4/07	Mary Weikle, Teacher/ East	To implement the wellness standards, both Physical	N/o	The West Virginia Department

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	Dale Elementary	education classes and Health classes are needed to deliver concepts/content. Clearly stating responsibilities would alleviate concern of only one professional delivering instruction.		of Education's Office of Certification has been consulted concerning the proposed Wellness Standards. All teachers currently certified to teach Health Education and Physical Education in the West Virginia public school system will be highly qualified to deliver Wellness Standards.
2/4/07	Luanna M. Moore, Teacher/ Elkins, WV	In defining the standards for wellness, the National Standards for Physical Education have been lost or ignored. The previous policy aligned well with the National Standards, although it had some minor	N/-	The 21st Century Wellness Content Standards and Objectives design team used current National Health and

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		<p>differences. I don't understand why we would want to be moving away from alignment with the National Standards for Physical Education. The document does indicate that the new standards do closely align with the National Standards for Health Education. Although I do not know these as well, it appears that the seven national standards have been condensed and reduced into about 4 of the new standards. In Physical Education the standards which have been omitted are ones dealing with physical fitness and being physically active. Parts of these standards can't be found in the new standards but no longer seem to carry the same importance.</p> <p>With these two areas, Health and Physical Education, being combined will we have teachers who are trained and qualified to teach Wellness? I am a highly qualified elementary physical education</p>		<p>Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from</p>

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		<p>teacher, but I am not qualified or trained to teach Wellness as defined by these standards. Are our teacher preparation programs ready to make this curriculum change? I doubt that they are or will be willing to make such changes.</p> <p>On a personal level, I am currently working on an application for national recognition for program excellence in physical education. Moving away from the National Standards will make it more difficult for other schools to pursue this recognition. It will also make applying for grants on a national level more difficult.</p> <p>The combining of these two areas will result in less opportunities for our students to be physically active. They will have less time to learn the basic movement skills at this critical time in their development. This is the age when children are developing the</p>		<p>either set of standards unless they were redundant.</p> <p>Wellness is a term that is intended to combine Health Education and Physical Education Standards under 21st Century Learning Skills.</p> <p>The proposed policy does not lessen the Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West</p>

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		<p>fundamental skills that will make being physically active enjoyable for the rest of their lives.</p> <p>Already, in many schools, we cannot meet the 30 minutes, three times per week of physical education that is required by the West Virginia Healthy Lifestyles Act. The Center for Disease Control recommends at least 30 minutes, five times per week. Under these combined standards, the Physical Education Teachers will end up teaching the health concepts that were previously taught by the classroom teacher or a separate health teacher.</p> <p>This will happen with no additional teachers being hired. In some schools it will result in the classroom teacher teaching Wellness and the physical education specialist being eliminated. As a result, the students will have far less physical education.</p>		<p>Virginia State Board of Education encourages schools to provide additional opportunities for physical activity throughout the school day.</p>

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2/10/07	Joseph O Smith, NBCT PE/ Wood County Schools;VVAHPERD	<p>§126-44T-3 Incorporation by Reference</p> <p>Wellness is a term replacing Health and PE and this needs to be taught to parents and educators</p>	N/o	
2/9/07	Kellan Sarles, Community Member/ Unknown Organization or Residence	<p>§126-44T-4 Summary</p> <p>Existing PE content standards should not be rolled into the Wellness Policy. This action would diminish the importance of PE and work contrary to efforts to improvement the health and well-being of West Virginia students.</p>	N/o	<p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-appropriate objectives. No</p>

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2/10/07	Joseph O Smith, NBCT PE/ Wood County Schools; WWAHPERD	Standards WE.s.01; WE.s.2; WE.s.3 are health related concepts from where? Page v of the foreword states the relationships about physical development and brain development and learning. So, somebody does realize the importance of QUALITY PE programs. But, lump and dump will weaken both health and PE lessons, development, application, when placed in the limited 90-minute time block as it exists today. Either create more time and hire a health specialist, or	N/-	objectives were eliminated from either set of standards unless they were redundant or outdated. The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards. The 21st Century Wellness Content Standards and Objectives design team

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		<p>expect less instruction covering the CSOs in this document.</p> <p>WE.s.4 is a crossover statement for all educational settings</p> <p>WE.5&6 are NASPE Standards 1&2</p> <p>These WE standards not being aligned with HASPE or National health standards will/does create confusion to educators.</p> <p>The general lump/clump of this consolidation has WV standards 1;2;3 being former health concepts. These should be and are covered by classroom teachers; school nurses; community resources-policeman and firemen in many classrooms.</p>		<p>developed Descriptors that demand increased rigor.</p>

Date	Individual/Organization	Comments	Action/Type	Rationale
		<p>Standards 5 & 6 are PE standards number 1&2 of the current WV PE Standards and NASPE STANDARDS:</p> <p>NASPE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>NASPE Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Why are current WV standards 3&4 missing in the proposed revision?</p> <p>Standard 3: Physical Activity (PE.S.3)</p> <p>Students will:</p> <ul style="list-style-type: none"> . exhibit a physically active lifestyle that provides the opportunity for 		

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		<p>enjoyment, challenge, self-expression, and social interaction.</p> <p>Standard 4: Physical Fitness (PE.S.4) . apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</p> <p>The proposed WV Standard #4 is a crossover of social behaviors and safety in any setting of school or life.</p> <p>Dr. Linda Carson is being NATIONALLY RECOGNIZED as leader in Early childhood health and PE programs with I am Moving I am Learning; CHOOSE-Choose Healthy Options Often Starting Young and has been at the WV Motor Development</p>		

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		<p>Center at WVU for years. WHY DOESN'T THE STATE DEPT OF EDUCATION ATTEMPT TO USE HER EXPERTISE WHEN COLLABORATING ON PE AND HEALTH FOR EARLY CHILDHOOD SETTINGS IN WEST VIRGINIA?</p> <p>SPECIFIC ERRORS OF THE CONTENT ARE AS FOLLOWS: page 13- where are jump ropes going to be introduced? First graders should start to develop individual skills for whole body neural development for core stability and integration/coordination of the limbs in this rhythmic activity. Standard #6 is weak and void of age appropriate milestone competency motor tasks. (Hopscotch; dances where children mimic/mirror; dribble a ball; throw with mature patterns, etc)</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>PAGE 20-JUMP ROPE ACTIVITIES-INDIVIDUAL AND GROUPS ARE MISSING!</p> <p>PAGE 23-WE 3.3.05; 3.3.06; 3.3.07; 3.3.08; 3.3.09 ARE TOPICS FOR PHYSICAL ACTIVITY SETTINGS UNDER NASPE STANDARDS 3&4 Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness. THOSE STATEMENTS BELONG IN A SEPERATE CATAGORY/STANDARD FOR PE SETTINGS WHERE LARGE SPACE MOVEMENT IS AVAILABLE TO THE TEACHER.</p> <p>WHERE IS DDR GOING TO FIT INTO THE</p>		

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		<p>CURRICULUM STARTING IN 3RD GRADE?</p> <p>PAGE 29 4.3.03; 4.3.04; 4.3.05; 4.3.06; 4.3.07 THESE ARE TOPICS AND PHYSICAL MOVEMENTS FOR LARGE AREA SETTINGS, WHICH ARE IN NEED OF A LIFETIME PHYSICAL ACTIVITY STANDARD AS FOUND IN NASPE STANDARDS 3&4.</p> <p>PAGE 32 WHERE ARE ADVANCED JUMP ROPE ACTIVITIES AND DDR, WHICH IS BEING PLACED IN SCHOOLS AS A NATIONAL MODEL OF LIFETIME WELLNESS?</p> <p>I HAVE EXTREME RESERVATIONS ABOUT LUMP&DUMP HEALTH INTO PHYSICAL</p>		

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		<p>EDUCATION CLASSES WITH ONLY 90 MINUTES OF TIME IN LIMITED FACILITIES AND LIMITED EQUIPMENT TO EVEN ATTEMPT TO DEVELOP SENSORY-MOTOR-PERCEPTUAL SKILLS. QUOTING THE WELLNESS - POLICY 2520.55 FOUND IN THE FORWARD SECTION ON PAGE V, "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 CURRENT 90-MINUTES IS NOT ADEQUATE TIME FOR THE COVERING OF THE PROPOSED WV CSOs IN STANDARDS 5&6. HAVING RECOGNIZED THE CONNECTION OF THE BODY TO THE BRAIN,</p>		

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		<p>THEN GIVE THE PE EDUCATORS TIME TO DO THAT JOB.</p> <p>I AM ALL ABOUT WELLNESS AND LIFETIME FITNESS. I have my NBCT certification and a Masters from WVU (2002) in current Physical Education pedagogy and lifetime wellness philosophy. I am a NATIONAL TRAINER/consultant for SPARK; Physical Best-NASPE; I am Moving, I am Learning working through CHOOSY KIDS LTD in Morgantown WV. All of the concepts/objectives in this proposed policy are essential to 21st century skills and requested by future demands in the workplace. BUT....</p> <p>THE LUMP AND DUMP IT ALL INTO PE CLASSES WHERE 90-MINUTES ARE NOT ENOUGH FOR SENSORY-MOTOR-PERCEPTUAL DEVELOPMENT</p>		

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		<p>FOR THE BRAIN AND LEARNING DEMANDS OF ACADEMIC CLASSROOMS, WILL ONLY FURTHER WEAKEN THE HEALTH CONCEPTS, WHICH ARE GLOSSED OVER DUE TO TIME RESTRICTIONS IN ACADEMIC CLASSROOMS.</p> <p>THAT IS NOT TO SAY IT CANNOT BE TAUGHT BY PE-HEALTH CERTIFIED TEACHERS, BUT TIME CONSTRAINTS AND THE PEDAGOGY FOR TEACHERS TO PROVIDE AND ASSESS THE HEALTH STANDARDS (WV 1;2;3)ARE NOT APPROPRIATE FOR A LARGE SPACE GYMNASIUM WHERE WV STANDARDS 5&6 ARE TO BE DEVELOPED.</p> <p>CAN THE HEALTH CSOs be taught in the sequential and spiraling manner as described in the proposed</p>		

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		<p>policy # 2520.55? Yes, but it will require some major funding and TIME LEGISLATED BY the WV state legislature and a commitment by the WVDE to find the resources-money for hiring additional health resource teachers; building of classrooms for the health educator; restructuring of the daily minutes by the WVDE to either extend the day and the pay of educators.</p> <p>given the current NASPE STANDARDS, I would continue to stress the SENSORY-MOTOR-PERCEPTUAL DEVELOPMENT FOR BRAIN AND ACADEMIC CONNECTIONS. The health concepts require the ability to comprehend verbal speech and symbolic language. There is no way the limited 3-30 minute activity periods, which children need due to "stress relief" from sitting too long now is the age</p>		

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		<p>appropriate setting for health-wellness. Can I teach those concepts-YES, but not by sacrificing the paramount development of physical needs of the child.</p> <p>Someday the education decision makers will wake up and hopefully understand what Piaget said many years ago, " HIGHER ORDER THINKING SKILLS ARE BUILT FROM FUNDAMENTAL MOVEMENT EXPERIENCES." WAKE UP AND REALIZE, GROSS MOTOR SKILLS PRECEDE FINE MOTOR SKILLS. (PENCIL&PAPER) VERBAL SPEECH PRECEDES SYMBOLIC LANGUAGE (READING OF SYMBOLS)</p> <p>School systems are always in need of speech pathologists and OT/PT specialists. Schools need increasing numbers of special education teachers, as</p>		

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		<p>children are unable to perform in academic settings, too. Simply stated, we have more and more kids that cannot move or talk. The brain and body are not ready for the academic rigors and schools classify these children with various degrees of LD (learning differences) problems.</p> <p>Spend more time in milestone movement to begin with and less time having children sit stationary in classrooms. Piaget will no go out of style or acceptance. He only stated what current brain research with concrete technology is now able to prove.</p> <p>The Wellness policy looks good on paper but it is entirely impractical in the current restraints and time barriers of the existing school policies covering</p>		

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		<p>minutes of instruction. The funding for more health teachers and the facilities are not there, and probably will not be there. The lack of DDR technology as an application where use of technology is a cornerstone of every WV educational document/policy is a complete oversight by many people.</p> <p>Electronic digital PE tools will continue to be used in the 21st century by the current children/students. Electronic PE applications are void in this and other PE-Health-wellness documents.</p> <p>I support the theory of the WELLNESS term, but this policy and the constraints to be overcome need to be addressed before putting in a policy that is doomed for failure from the beginning. Teachers are not trained in this pedagogy or curriculum content for the most part. School facilities do not have the space or</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>equipment/resources to deliver this policy. AND, ONE SIZE FITS ALL CURRICULUM WILL NOT WORK WITH ONE TEACHER FITS ALL THESE CSOs IN 90 MINUTES PER WEEK TIME WITH CHILDREN.</p> <p>A MAJOR REVISION OR EXTENTION OF TIME PRIORITIES MUST BE DECIDED UPON BY ALL THE INVOLVED PARTIES TO PRIORITIZE TIME USAGE THROUGH COLLABORATION OF REPRESENTATIVES OF ALL FIELDS/SUBJECT AREAS AT ALL LEVELS-PRE-K;K-4;5-8;9-12 AND HIGHER EDUCATION, WHO IS TRYING TO PREPARE TEACHERS FOR THESE POLICIES.</p> <p>THIS CART IS NOT EVEN PUT TOGETHER YET, LET ALONE TRYING TO HITCH A HORSE TO IT IS IMPOSSIBLE NOW.</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/1/07	Charlene Galluzzo, Teacher Sistersville Elementary School	In all 5 grade levels (Pre-K through 4) of the Wellness Standard 5, the phrase "that apply to daily living experiences" is repeated in the description of the standard. I believe the document is comprehensive and addresses all aspects of wellness as it pertains to a child's developmental growth from Pre K to 4th grade.	A/+	Corrections made in WE.5 of all grades.

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2/11/07	Dr. Lynn Housner, WVU	<p>The current wellness standards for P-4 are frankly, a travesty. This may seem an extreme statement, but there are several very good reasons why these standards will severely damage the quality of physical education delivered to children in WV. These reasons are listed below.</p> <p>1) The so-called "wellness standards" sdd health standards and remove fitness standards from physical education. If, as the stanbards state, the purpose of physical education is to promote "lifelong physical fitness", it is absolutely incomprehensible why fitness standards have been removed. The state legislature addedd time to elementary physical education (3 days for 90 minutes) for the express purpose of increasing physical activity for WV children. Now, teacher will be asked to replace important physical education content with teaching children hygiene, safety, household hazzards, and making 911 calls.</p> <p>Thought these are important health standards, they need to be taught by health specialists. WV is the unhealthiest state in the nations and our children deserve and need high quality health AND physical education, not a diluted curriculum in which both areas are diluted.</p> <p>2) The current "wellness" standards are not aligned with the national standards developed by the National Association of Sport & Physical Education (NASPE) and the American Association for Health Education (AAH).</p> <p>NASPE and AAHE are our learned societies and have</p>	N/-	<p>The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant or outdated.</p> <p>The proposed policy does not lessen Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West Virginia State Board of</p>

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2/9/07	Bane McCracken, Community Member/ Ona, WV	<p>I object to WVDOT Policy 2520.55 for 5 reasons. First, specialists should teach physical education. Second, West Virginia standards for physical education should be aligned with national standards. Third, standards should not be diluted. Fourth, NCLB calls for highly qualified teachers and there no highly qualified wellness teachers. Fifth, National Boards for Professional Teaching Standards offers no certification for wellness.</p> <p>Today's children are spending increasing amounts of time strapped in car seats, watching televisions, playing sedentary computer games, and sitting in school. As a result, children learn not to move. It is a difficult task to teach children the movement skills needed to make physical activity enjoyable and</p>	N/-	<p>The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar</p>

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		<p>lifetime in nature. Physical education specialists are specifically trained to address these needs.</p> <p>The nation's best physical educators developed national standards for physical education. West Virginia's standards for physical education are closely aligned with national standards and do an excellent job of identifying what children need to know and be able to do. Furthermore, programs sponsored by the National Center for Disease Control (CDC) and the National Alliance for Health Physical Education Recreation and Dance (AAHPERD) are available to help schools develop quality curricula aligned with national standards. Adopting the proposed policy will make it difficult to take advantage of these programs.</p>		<p>standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant.</p> <p>Wellness is a term that is intended to combine Health Education and Physical Education Standards under 21st Century Learning Skills.</p> <p>The 21st Century Wellness Content Standards and Objectives design team</p>

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		<p>Twenty First Century Learning calls for more robust standards. Combining standards does not make standards more robust. Developing curriculum based upon the proposed Wellness standards, with no increase in allotted time for content delivery, results in lower goals. Quality of instruction is also reduced. NCLB calls for highly qualified teachers. There is no certification for wellness and no institution offers certification for educational wellness. Therefore no highly qualified teachers. Teachers can establish highly qualified status through the National Board for Professional Teaching Standards (NBPTS). The NBPTS does not offer certification for wellness. However there is certification for physical education, four West Virginia teachers are currently NBPTS certified (two at the K-4 level) and several more have</p>		<p>developed Descriptors that demand increased rigor.</p> <p>The West Virginia Department of Education's Office of Certification has been consulted concerning certification issues regarding the proposed Wellness Standards. All teachers currently certified to teach Health Education and Physical Education in the West Virginia public school system will be highly qualified to deliver Wellness Standards.</p>

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		<p>applied. The proposed change will deny those teachers the opportunity to become NBPTS in their chosen fields.</p> <p>Learning to move is vitally important for children's academic development as well as their health. Movement enhances cognition and teaching movement skills help improves brain function. The proposed policy change will result in less physical activity opportunity and lower the standards for physical education.</p>		<p>Higher Education will need to align their degree programs in Health and Physical Education to meet certification requirements for wellness.</p> <p>Teachers cannot be denied the opportunity to become National Board Certified Teachers.</p> <p>The proposed policy does not lessen Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of</p>

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			A/+	<p>Physical Education in elementary schools. The West Virginia State Board of Education encourages schools to provide additional opportunities for physical activity throughout the school day.</p> <p>§18-2-7a: Requirements for Physical Education have been noted in the Wellness Executive Summary and CSO's.</p>
2/4/07	Luanna M. Moore, Teacher/Elkins, WV	In summary, I feel the current separate content standards for Health and Physical Education will do a far better job of preparing our students for success in	N/-	The 21st Century Wellness Content Standards and Objectives design team used

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		<p>the 21st century than these new Wellness standards for the following reasons:</p> <p>The combined standards lessen the importance of both Physical Education and Health Education and ignore their unique content.</p> <p>The proposed Wellness Standards move away from and not toward National Standards in Physical Education and Health.</p> <p>They will not provide for an efficient educational flow for the students when at 5th grade Wellness no longer exists as a content area and Physical Education and Health are separate content areas.</p> <p>Many highly qualified teachers of only Health or Physical Education are not qualified to teach Wellness as defined by these standards.</p> <p>Our colleges and universities are not currently preparing teachers to teach these Wellness</p>		<p>current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The West Virginia Department of Education's Office of Certification has been consulted concerning certification issues regarding the proposed Wellness Standards. All teachers currently certified to teach Health Education and Physical Education in the West Virginia public school system will be highly qualified to deliver</p>

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		<p>standards. Health and Physical Education can be entirely separate degree areas.</p> <p>Grant writing and national recognition of outstanding programs and teachers will be more difficult because we do not follow the National Standards.</p> <p>Even just taking advantage of national resources and training will be more difficult.</p> <p>Our students will have less opportunity for physical activity and learning the motor skills necessary for an active life. This will be at a time when we can't even meet the current requirements of the West Virginia Healthy Lifestyles Act or the recommendations of the Center for Disease Control.</p> <p>But most importantly, our students will get less of each content area, in a curriculum that is watered down rather than made more rigorous.</p>		<p>Wellness Standards.</p> <p>The proposed policy does not lessen Physical Education and physical activity opportunities.</p> <p>West Virginia State Code (HB 28-16) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West Virginia State Board of Education encourages schools to provide additional opportunities for physical activity throughout the school day.</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	Trevor St. Clair, Student/ Fairmont State University	<p>Comments for section 126-44T 21 Century Wellness PreK-4 Content Standards and Objectives for West Virginia Schools</p> <p>Physical education needs to stay in school. The United States is plagued with the problem of obesity and taking away physical education in elementary school will only further the problem. There can be no reason that outweighs this.</p>	N/o	
2/12/07	Jennifer Taylor, Education Student/ Fairmont State University	<p>It would not be a good idea to reduce the availability of Physical Education in WV public school system. WV needs more physical education than less. It is important for elementary students to learn to be physical at a young age.</p>	N/o	
2/9/07	Amy M. Rogers-Sidwell, Community	<p>Pre-K Wellness Content Standards and Objectives (page 1) description does of "exploring movement"</p>	N/-	The 21st Century Wellness Content Standards and

Date	Individual/Organization	Comments	Action/Type	Rationale
	Member/Morgantown, WV	<p>does not relate to the standard of "accessing valid wellness information and health-promoting products and services," nor does it relate to the performance descriptor of identifying "helpers and unhealthy household products and their symbols." The description should be re-written, or the objectives should be moved to other categories.</p> <p>Additionally, "helpers" and "household" products should be placed into at least two objectives.</p> <p>Pre-K Standard 3 expects students to "demonstrate the ability to practice wellness." How does one "practice wellness?" How is that measurable? Why is it important for a student to wear "proper clothing to wear for various weather conditions or activities?" Shouldn't a standard that expects our students to "practice wellness" and "reduce health risks" focus on the crisis West Virginia faces in terms of</p>		<p>Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The proposed policy does not lessen the Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West Virginia State Board of Education encourages schools</p>

Date	Individual/Organization	Comments	Action/Type	Rationale
		<p>childhood obesity, and subsequent diseases related to lifestyle choices, as opposed to having children know what to wear?</p> <p>Pre-K Standard 5 expects students to be able to model "proper techniques while participating in active play." Who defines "proper techniques" and how might those be measured when a child is at play.</p> <p>Pre-K Standard 6 expects students to apply concepts and principles of movement as they would apply to daily living experiences. Which daily living experiences? Why does movement need to relate to daily living?</p> <p>Shouldn't we focus on how movement contributes to health-enhancing levels of physical fitness as outlined in the NASPE standards?</p> <p>Kindergarten wellness objectives focus on the development of social skills, personal health, injury</p>		<p>to provide additional opportunities for physical activity throughout the school day.</p> <p>The 21st Century Wellness Content Standards and Objectives design team developed Performance Descriptors that demand increased rigor.</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	Holly Shafer,	<p>prevention, nutritious food, and motor skills. However, some of the objectives listed under this goal are related to "sensory organs," "tobacco," and "feelings." It is my contention that these objectives neither fully match the standard, nor teach our students about our most salient health issues in West Virginia.</p> <p>Kindergarten Standard 6 on human movement and motor skills expects students to distinguish, recognize, and identify skills and movement patterns, but does not specify that students should perform those skills.</p> <p>How does this contribute to physical fitness if a student is not expected to physically perform a skill, but simply distinguish, recognize, or identify the skill?</p>	N/o	

Date	Individual/Organization	Comments	Action/Type	Rationale
	Student/Fairmont State University	<p>of West Virginia. By taking away physical education on a weekly basis in the school system, not only would that increase the problem of obesity but it would also cause other health related problems. If anything I believe we need more exposure to health related issues to make more students, parents and other community partnership members aware of the problem and ways on how to correct it.</p> <p>Cutting these programs are not the answer. The answer is keeping the programs and adding more. If not for us but for the students of today, tomorrow and the future for a healthier West Virginia and nation.</p>		
2/12/07	Micheal Waller, Senior Education Major/College Student	<p>I feel that not following the content standards in physical education for kindergarten through fourth grade would set the students up for failure in the future. The first few years of education is were most learning occurs, and without the proper teachers</p>	N/-	

Date	Individual/Organization	Comments	Action/Type	Rationale
2/12/07	Cathy Aites, student/ Fairmont State University	<p>these activities won't be taught. We (West Virginia) have the highest obesity rate in the nation, so how does that make sense to cut off physical education teachers? As a teacher you must touch the students before they become obesity, so if they don't have a physical education teacher until middle school it will be too late for them.</p> <p>I strongly disagree with this proposal to not include physical education in the K-4 curriculum. What message are we sending to our children and all West Virginia citizens? That physical activity is not important for good health? Considering the high level of obesity in WV, this would be a grave mistake. I am a parent with children in the WV school system, their health and is of great importance to me. Please don't let our children down!</p> <p>Wellness is a very important part of everyone's life,</p>	N/-	The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.
2/12/07	Rod Auvil, Teacher/		N/o	

Date	Individual/Organization	Comments	Action/Type	Rationale
	Flemington, WV	<p>but my concern is will quality Physical Education be pushed to the side to incorporate more of mind intrinsic activities? Physical activity for children of this age is so important in developing locomotor skills necessary to perform daily physical activities. A child needs quality physical activity everyday, so if time is not devoted towards Physical Education then by the time they reach Middle School they will be behind in the core areas of physical fitness. If Physical Education is in jeopardy of being limited, then I'm against the proposal to combine health and PE for wellness.</p>		
2/9/07	Aleta Jo Crotty, PE Teacher/ Mercer County Schools	<p>As a physical education teacher that travels, I am struggling to cover all the content standard for physical education. I am spread so thin at this point that some of my students receive PE one time a week. I am desperately trying to teach the</p>	N/-	The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>fundamental skills/concepts that I feel are so important in order to lay a foundation for an active lifestyle. Adding the wellness standards onto our already enourmous obligation would be detrimental to the youth of WV.</p>		<p>to guide them in the development of the proposed Wellness Standards. The West Virginia Department of Education's Office of Certification has been consulted concerning certification issues regarding the proposed Wellness Standards. All teachers currently certified to teach Health Education and Physical Education in the West Virginia public school system will be highly qualified to deliver Wellness Standards.</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	Nicole Culp, Community Member/ Fairmont, WV	this is to get rid of physical education in grade schools. i think this is a very bad idea. we have it only 2 days a week sometimes as it is and i think they need alot more than just that. so if you get rid of it all together that will be a bad thing!! our kids are already getting to be obese and i think that more involvement in physical ed would really help that!!	N/-	
2/11/07	Anna DeVito, Associate Professor of Health, Physical Education, Recreation, and Sport / Shepherd University	Combining the Health, Wellness, and Physical Education Objectives is a bad idea for the following reasons: 1. P-4 Students in West Virginia do not participate in the required number of minutes of quality physical education each day. In fact, they do not have daily physical education as suggested by the National Association of Sport and Physical Education. Students may get physical education only once or twice a week.	N/-	The proposed policy does not lessen Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West Virginia State Board of Education encourages schools

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>2. Combining the standards will not increase the amount of daily physical education, it will likely decrease the amount.</p> <p>3. Obesity is at epidemic proportion in West Virginia. The best way to combat obesity is to have daily quality physical education. (By the way daily quality physical education has also been shown help students cognitively as well as physically.</p> <p>4. This combination of objectives places physical education as an afterthought in education. Only 2 of 6 objectives relate to activity. I hope this does not mean that students will get 1/3 of the activity they have received in the past. If so it will mean increases in the rate of obesity in the state.</p> <p>5. If wellness is the focus, where will the state find</p>		<p>to provide additional opportunities for physical activity throughout the school day.</p> <p>The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives</p>

Date	Individual/Organization	Comments	Action/Type	Rationale
		<p>'highly qualified teachers' of wellness? There are no teacher education programs in this area, nor are there corresponding certifications.</p> <p>6. Elementary teachers are not prepared to be highly qualified teachers in wellness, health or Physical Education. While they may have taken a few courses in the area, they are prepared to supplement programs – not develop and deliver wellness programs. Elementary Physical Education majors have an expertise in designing, developing and delivering developmentally appropriate physical education programs to West Virginia students.</p> <p>7. In the foreword of the document, it was stated that 'educators from across the state' developed the Wellness CSO's. Were there Health and physical</p>		<p>within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant or outdated.</p> <p>The West Virginia Department of Education's Office of Certification has been consulted concerning certification issues regarding</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	Jenna Facemire, Community Member/ Fairmont State University	educators on this committee???	N/-	the proposed Wellness Standards. All teachers currently certified to teach Health Education and Physical Education in the West Virginia public school system will be highly qualified to deliver Wellness Standards.
		Physical/Health Education plays an important role in today's school system now more than ever. West Virginia is the third "fattest" state in the nation today and it would be detrimental to this state to cut back on the Physical Education in the school system. Also, WV is not the only state with a Health issue it is the whole Nation and something needs to be done about it and we can do that through Physical Education in		

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	Deborah A. Hadlock, Teacher/ Emerson Elementary School	<p>I believe that combining the content standards and objectives for PreK-3 for the subject areas of wellness and physical education is a grave mistake. This will only serve to dilute the curriculum of both subjects by not allowing them to be taught in a manner that emphasizes the different but important aspects of both. Wellness and physical education should be considered separately in the curriculum as both deal with unique contributions to a healthy lifestyle. This age group, PreK-3, is where the foundation of a healthy lifestyle begins. The school curriculum must be at the forefront of contributing to this foundation for our children and their parents. Combining the content standards and objectives into six items will only further push wellness and physical</p>	N/-	<p>The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>education to the back burner of the school environment and overall curriculum. It seems to me that this defeats the governor's emphasis on health, activity, and wellness for all West Virginians. Please do pass th! is policy.</p>		<p>Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant or outdated.</p>
2/12/07	Lynn Housner, Associate Dean/ WVU	<p>The current wellness standards for P-4 are frankly, a travesty. This may seem an extreme statement, but there are several very good reasons why these standards will severely damage the quality of physical education delivered to children in WV. These reasons are listed below.</p>	N/-	<p>The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>1) The so-called "wellness standards" add health standards and remove fitness standards from physical education. If, as the standards state, the purpose of physical education is to promote "lifelong physical fitness", it is absolutely incomprehensible why fitness standards have been removed. The state legislature added time to elementary physical education (3 days for 90 minutes) for the express purpose of increasing physical activity for WV children. Now, teachers will be asked to replace important physical education content with teaching children hygiene, safety, household hazards, and making 911 calls. Though these are important health standards, they need to be taught by health specialists. WV is the unhealthiest state in the nation and our children deserve and need high quality health AND physical education, not</p>		<p>Wellness Standards.</p> <p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant.</p>

Date	Individual/Organization	Comments	Action/Type	Rationale
		<p>a curriculum in which both areas are diluted!</p> <p>2) The current "wellness" standards are not aligned with the national standards developed by the National Association of Sport & Physical Education (NASPE) and the American Association for Health Education (AAHE).</p> <p>NASPE and AAHE are our learned societies and have developed standards based on empirical research and these standards are used national-wide to hold P-12 and university teacher education programs accountable for designing and maintaining quality health and physical education programs. The national standards should not be ignored!</p> <p>3) The standards seem to be driven by economic rather than educational concerns. To provide the kind</p>		<p>Higher Education will need to align their degree programs in Health and Physical Education to meet certification requirements for wellness. Teachers cannot be denied the opportunity to become National Board Certified Teachers.</p> <p>The proposed policy does not lessen the Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools.</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	Adam Linn, Community Member/ Fairmont, WV	<p>of programming advocated by the School Health Programs that the WVDOE has charged county Wellness Policy Committees to administer is in direct opposition to these standards. To provide our children with the kind of health and physical education that will move WV from the unhealthiest to one is which children make appropriate health choices and engage in a lifetime of physical activity, will take a serious investment in P-12 health and physical education teachers and a high quality curricula for each to teach, not a diluted combination of health and physical education where neither gets the attention it deserves.</p> <p>This policy is absolutely absurd. We need to be increasing the hours of physical education instead of trying to get rid of it completely. We have a national health crisis going on with our youth. Children are</p>	N/-	<p>The West Virginia State Board of Education encourages schools to provide additional opportunities for physical activity throughout the school day.</p> <p>The 21st Century Wellness Content Standards and Objectives design team used current National Health and</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>becoming obese and very unhealthy. Our children need help and the schools are where it should come from. This policy is absolutely ridiculous and it should be put to rest immediately. Students already do not have enough time in the physical education setting and to eliminate it completely would serve as an injustice to our youth.</p>		<p>Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The proposed policy does not lessen Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West Virginia State Board of Education encourages schools to provide additional opportunities for physical</p>

Date	Individual/Organization	Comments	Action/Type	Rationale
2/12/07	Susan Long, Teacher/ Mineral County Board of Education	I am concerned with the changes because there are many problems that have arisen since the last standards were submitted. When we look at the revisions, there are many gray areas that leave some decisions up to administrators to interpret the requirements necessary. When we contact the state department for assistance, their comments are vague.	N/o	activity throughout the school day.
2/12/07	Debbie Lore, Lead Teacher Elem. P.E./Kanawha County Elem.	Why was this information not shared with the elementary physical education teachers? As lead teacher for the county I did not receive any information about these possible changes. I oppose these changes and feel they are being pushed through without letting those professionals involved have a voice.	N/-	"Committees of educators from across the state convened to revise the content standards and objectives." Dr. Steven Paine, State Superintendent The Wellness Committee was

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	Patrick Massey, Student/ Fairmont State University Student	<p>Dear Committee Members,</p> <p>I strongly disagree with getting rid of the content standards for K-4 physical education. Just by looking at the childhood obesity rate shows that something needs to be done and it's not by doing away with one the more vital components to lowering the obesity rate. Granted that they would still have the health aspect, but what good does it do to only hear about how important physical activity is, but they are not given the opportunity to practice this idea in the school itself.</p>	N/-	<p>comprised of distinguished, highly-qualified physical, health education and multi-subject teachers.</p> <p>The 21st Century Wellness Content Standards and Objectives design team used current National Health and Physical Education Standards to guide them in the development of the proposed Wellness Standards.</p> <p>The 21st Century Wellness Content Standards and Objectives design team examined all the objectives</p>

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	Ryan May, Community Member/ Mannington, WV	The Children need more physical education in the school system. Look at the growing problem of childhood obesity. That Speaks for itself.	N/-	within the Health Education (Policy 2520.5) and Physical Education (Policy 2520.6) Standards. In doing so, similar standards were combined while maintaining sequential, age-appropriate objectives. No objectives were eliminated from either set of standards unless they were redundant or outdated.
				The proposed policy does not lessen Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/12/07	Beverly Michael, Professor of Health and Physical Education/ Fairmont State University	It would be a travesty to reduce the availability of Physical Education in the WV public school system any more than it already is. If anything our children need MORE exposure to health, physical education and physical activity than ever before and especially in the elementary grades where we KNOW that lifelong health behaviors are rooted. If the opportunity to learn and participate in PE and Health are removed	N/-	minutess three days a week of Physical Education in elementary schools. The West Virginia State Board of Education encourages schools to provide additional opportunities for physical activity throughout the school day. The proposed policy does not lessen Physical Education and physical activity opportunities. West Virginia State Code (HB 2816) requires at least 30 minutes three days a week of Physical Education in elementary schools. The West

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>during this critical developmental time period (K-4/elementary years), it is far MORE than unlikely that any later life-long adoption of physical activity will occur.</p> <p>In recognizing that West Virginians are at the top of national lists, we should be getting more progressive in promoting strategies for the improved health and well-being of West Virginians. This action could effectively seal the fate of the downward spiraling health crisis we find our children in our WV children in today. Someone must start planning ahead for the future of WV's!!!!</p>		<p>Virginia State Board of Education encourages schools to provide additional opportunities for physical activity throughout the school day.</p>

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:38 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-09 14:12:22)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Saturday, February 10, 2007 8:00 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-09 14:12:22)

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 2:12 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-09 14:12:22)

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Comment Received for Policy 2520.55

Name: Amy M. Rogers-Sidwell
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Address1: 405 Rotary Street
Address2:
City/State/Zip: Morgantown, WV 26505
Role: Community Member
Posted: 2007-02-09 14:12:22
Posted from IP: 151.205.53.163

Comments for section 126-44T-1 General

I object to the proposed revisions to the content and objectives in WV BOE Policy 2520.55. The term "Wellness" does not reflect a particular discipline; whereas the terms "Health Education" and "Physical Education" have nationally recognized standards for professionals in those disciplines. Health educators and physical educators are those professionals who have met established criteria for certification and/or teacher preparation. Policy 2520.55 fails to specify whether teachers without teacher certification in

health education and/or physical education will deliver "wellness" content to our Pre K-4th grade students. As a parent, West Virginia taxpayer, Certified Health Education Specialist and doctoral degree candidate in Physical Education/Teacher Education, I strongly object to the potential threat that my children will learn their health and physical education content knowledge from anyone other than teachers who are licensed to teach "Health Education" and "Physical Education."

Steven Paine wrote in the Foreward to this policy, "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..and best practice in the field of wellness." Were physical educators and health educators involved in crafting this policy? My contention is that "regular classroom teachers" and "special education teachers" cannot possibly know what are the best practices in wellness, because there are no nationally recognized best practices in wellness! Which West Virginia "higher education institutions" were consulted in framing these revisions? This proposed policy has great implications for the manner in which we train teacher candidates.

Comments for section 126-44T-2 Purpose

"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 (2007, p.v)."

This sentence is poorly worded, and demonstrates that those creating this policy did not research these disciplines. Who defined "the wellness concept?" "Health literacy" refers to understanding health. Don't we want our Pre-K-4 graders to do more than understand health? Don't we want our students to do more than "appreciate" physical fitness?

We should expect that our students will complete measurable objectives which are informed by National Standards in Physical Education and Health Education. WV Policy 2520.55 has four Standards related to what would traditionally be health education, and only two Standards related to what should be termed physical education. The National Association for Sport and Physical Education (NASPE) lists six standards, and the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) lists seven standards. Why should West Virginia have fewer than 13 standards in these areas?

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

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

Pre-K Wellness Content Standards and Objectives (page 1) description does of "exploring movement" does not relate to the standard of "accessing valid wellness information and health-promoting products and services," nor does it relate to the performance descriptor of identifying "helpers and unhealthy household products and their symbols." The description should be re-written, or the objectives should be moved to other categories. Additionally, "helpers" and "household" products should be placed into at least two objectives.

Pre-K Standard 3 expects students to "demonstrate the ability to practice wellness." How does one "practice wellness?" How is that measurable? Why is it important for a student to wear "proper clothing to wear for various weather conditions or activities?" Shouldn't a standard that expects our students to "practice wellness" and "reduce health risks" focus on the crisis West Virginia faces in terms of childhood obesity, and subsequent diseases related to lifestyle choices, as opposed to having children know what to wear?

Pre-K Standard 5 expects students to be able to model "proper techniques while participating in active play." Who defines "proper techniques" and how might those be measured when a child is at play.

Pre-K Standard 6 expects students to apply concepts and principles of movement as they would apply to daily living experiences. Which daily living experiences? Why does movement need to relate to daily living?

Shouldn't we focus on how movement contributes to health-enhancing levels of physical fitness as outlined in the NASPE standards?

Kindergarten wellness objectives focus on the development of social skills, personal health, injury prevention, nutritious food, and motor skills. However, some of the objectives listed under this goal are related to "sensory organs," "tobacco," and "feelings." It is my contention that these objectives neither fully match the standard, nor teach our students about our most salient health issues in West Virginia.

Kindergarten Standard 6 on human movement and motor skills expects students to distinguish, recognize, and identify skills and movement patterns, but does not specify that students should perform those skills. How does this contribute to physical fitness if a student is not expected to physically perform a skill, but simply distinguish, recognize, or identify the skill?

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

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:38 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-10 06:29:49)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Saturday, February 10, 2007 8:00 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-10 06:29:49)

Carla Williamson, Executive Director
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Saturday, February 10, 2007 6:30 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-10 06:29:49)

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Comment Received for Policy 2520.55

#

Name: Joseph O Smith
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Posted: 2007-02-10 06:29:49
Posted from IP: 75.108.7.214

Comments for section 126-44T-1 General

Wellness is a term replacing Health and PE and this needs to be taught to
parents and educators.

Comments for section 126-44T-2 Purpose

Wellness is a term replacing Health and PE and this needs to be taught to
parents and educators.

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

Wellness is a term replacing Health and PE and this needs to be taught to parents and educators.

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

Standards WE.s.01; WE.s.2; WE.s.3 are health related concepts from where?

Page v of the foreword states the relationships about physical development and brain development and learning. So, somebody does realize the importance of QUALITY PE programs.

But, lump and dump will weaken both health and PE lessons, development, application, when placed in the limited 90-minute time block as it exists today. Either create more time and hire a health specialist, or expect less instruction covering the CSOs in this document.

WE.s.4 is a crossover statement for all educational settings

WE.5&6 are NASPE Standards 1&2

These WE standards not being aligned with HASPE or National health standards will/does create confusion to educators.

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

The general lump/dump of this consolidation has WV standards 1;2;3 being former health concepts. These should be and are covered by classroom teachers; school nurses; community resources-police and firemen in many classrooms.

Standards 5 & 6 are PE standards number 1&2 of the current WV PE Standards and NASPE STANDARDS:

NASPE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

NASPE Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Why are current WV standards 3&4 missing in the proposed revision?

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

Students will:

. exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

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

. apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

The proposed WV Standard #4 is a crossover of social behaviors and safety in any setting of school or life.

Dr. Linda Carson is being NATIONALLY RECOGNIZED as leader in Early childhood health and PE programs with I am Moving I am Learning; CHOOSY-Choose Healthy Options Often Starting Young and has been at the WV Motor Development Center at WVU for years. WHY DOESN'T THE STATE DEPT OF EDUCATION ATTEMPT TO USE HER EXPERTISE WHEN COLABORATING ON PE AND HEALTH FOR EARLY CHILDHOOD SETTINGS IN WEST VIRGINIA?

SPECIFIC ERRORS OF THE CONTENT ARE AS FOLLOWS:

page 13- where are jump ropes going to be introduced?

First graders should start to develop individual skills for whole body neural development for core stability and integration/coordination of the

limbs in this rhythmic activity. Standard #6 is weak and void of age appropriate milestone competency motor tasks. (Hopscotch; dances where children mimic/mirror; dribble a ball; throw with mature patterns, etc)

PAGE 20-JUMP ROPE ACTIVITIES-INDIVIDUAL AND GROUPS ARE MISSING!

PAGE 23-WE 3.3.05; 3.3.06; 3.3.07; 3.3.08; 3.3.09 ARE TOPICS FOR PHYSICAL ACTIVITY SETTINGS UNDER NASPE STANDARDS 3&4

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

THOSE STATEMENTS BELONG IN A SEPERATE CATAGORY/STANDARD FOR PE SETTINGS WHERE LARGE SPACE MOVEMENT IS AVAILABLE TO THE TEACHER.

WHERE IS DDR GOING TO FIT INTO THE CURRICULUM STARTING IN 3RD GRADE?

PAGE 29 4.3.03; 4.3.04; 4.3.05; 4.3.06; 4.3.07

THESE ARE TOPICS AND PHYSICAL MOVEMNTS FOR LARGE AREA SETTINGS, WHICH ARE IN NEED OF A LIFETIME PHYSICAL ACTIVITY STANDARD AS FOUND IN NASPE STANDARDS 3&4.

PAGE 32 WHERE ARE ADVANCED JUMP ROPE ACTIVITIES AND DDR, WHICH IS BEING PLACED IN SCHOOLS AS A NATIONAL MODEL OF LIFETIME WELLNESS?

I HAVE EXTREME RESERVATIONS ABOUT LUMP&DUMP HEALTH INTO PHYSICAL EDUCATION CLASSES WITH ONLY 90 MINUTES OF TIME IN LIMITED FACILITIES AND LIMITED EQUIPMENT TO EVEN ATTEMPT TO DEVELOP SENSORY-MOTOR-PERCEPTUAL SKILLS. QUOTING THE WELLNESS - POLICY 2520.55 FOUND IN THE FORWARD SECTION ON PAGE V, "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 CURRENT 90-MINUTES IS NOT ADEQUATE TIME FOR THE COVERING OF THE PROPOSED WV CSOs IN STANDARDS 5&6. HAVING RECOGNIZED THE CONNECTION OF THE BODY TO THE BRAIN, THEN GIVE THE PE EDUCATORS TIME TO DO THAT JOB.

I AM ALL ABOUT WELLNESS AND LIFETIME FITNESS. I have my NBCT certification and a Masters from WVU (2002) in current Physical Education pedagogy and lifetime wellness philosophy. I am a NATIONAL TRAINER/consultant for SPARK; Physical Best-NASPE; I am Moving, I am Learning working through CHOOSY KIDS LTD in Morgantown WV. All of the concepts/objectives in this proposed policy are essential to 21st century skills and requested by future demands in the workplace. BUT....

THE LUMP AND DUMP IT ALL INTO PE CLASSES WHERE 90-MINUTES ARE NOT ENOUGH FOR SENSORY-MOTOR-PERCEPTUAL DEVELOPMENT FOR THE BRAIN AND LEARNING DEMANDS OF ACADEMIC CLASSROOMS, WILL ONLY FURTHER WEAKEN THE HEALTH CONCEPTS, WHICH ARE GLOSSED OVER DUE TO TIME RESTRICTIONS IN ACADEMIC CLASSROOMS.

THAT IS NOT TO SAY IT CANNOT BE TAUGHT BY PE-HEALTH CERTIFIED TEACHERS, BUT TIME CONSTRAINTS AND THE PEDAGOGY FOR TEACHERS TO PROVIDE AND ASSESS THE HEALTH STANDARDS (WV 1;2;3)ARE NOT APPROPRIATE FOR A LARGE SPACE GYMNASIUM WHERE WV STANDARDS 5&6 ARE TO BE DEVELOPED.

CAN THE HEALTH CSOs be taught in the sequential and spiraling manner as described in the proposed policy-# 2520.55? Yes, but it will require some major funding and TIME LEGISLATED BY the WV state legislature and a commitment by the WVDE to find the resources-money for hiring additional health resource teachers; building of classrooms for the health educator; restructuring of the daily minutes by the WVDE to either extend the day and the pay of educators.

given the current NASPE STANDARDS, I would continue to stress the SENSORY-MOTOR-PERCEPTUAL DEVELOPMENT FOR BRAIN AND ACADEMIC CONNECTIONS. The health concepts require the ability to comprehend verbal speech and symbolic language. There is no way the limited 3-30 minute activity periods, which children need due to "stress relief" from sitting too long now is the age appropriate setting for health-wellness. Can I teach those concepts-YES, but

not by sacrificing the paramount development of physical needs of the child.

Someday the education decision makers will wake up and hopefully understand what Piaget said many years ago, " HIGHER ORDER THINKING SKILLS ARE BUILT FROM FUNDAMENTAL MOVEMENT EXPERIENCES." WAKE UP AND REALIZE, GROSS MOTOR SKILLS PRECEDE FINE MOTOR SKILLS. (PENCIL&PAPER) VERBAL SPEECH PRECEDES SYMBOLIC LANGUAGE (READING OF SYMBOLS)

School systems are always in need of speech pathologists and OT/PT specialists. Schools need increasing numbers of special education teachers, as children are unable to perform in academic settings, too. Simply stated, we have more and more kids that cannot move or talk. The brain and body are not ready for the academic rigors and schools classify these children with various degrees of LD (learning differences) problems.

Spend more time in milestone movement to begin with and less time having children sit stationary in classrooms. Piaget will no go out of style or acceptance. He only stated what current brain research with concrete technology is now able to prove.

The Wellness policy looks good on paper but it is entirely impractical in the current restraints and time barriers of the existing school policies covering minutes of instruction. The funding for more health teachers and the facilities are not there, and probably will not be there. The lack of DDR technology as an application where use of technology is a cornerstone of every WV educational document/policy is a complete oversight by many people. Electronic digital PE tools will continue to be used in the 21st century by the current children/students. Electronic PE applications are void in this and other PE-Health-wellness documents.

I support the theory of the WELLNESS term, but this policy and the constraints to be overcome need to be addressed before putting in a policy that is doomed for failure from the beginning. Teachers are not trained in this pedagogy or curriculum content for the most part. School facilities do not have the space or equipment/resources to deliver this policy. AND, ONE SIZE FITS ALL CURRICULUM WILL NOT WORK WITH ONE TEACHER FITS ALL THESE CSOs IN 90 MINUTES PER WEEK TIME WITH CHILDREN.

A MAJOR REVISION OR EXTENTION OF TIME PRIORITIES MUST BE DECIDED UPON BY ALL THE INVOLVED PARTIES TO PRIORITIZE TIME USAGE THROUGH COLLABORATION OF REPRESENTATIVES OF ALL FIELDS/SUBJECT AREAS AT ALL LEVELS-PRE-K;K-4;5-8;9-12 AND HIGHER EDUCATION, WHO IS TRYING TO PREPARE TEACHERS FOR THESE POLICIES.

THIS CART IS NOT EVEN PUT TOGETHER YET, LET ALONE TRYING TO HITCH A HORSE TO IT IS IMPOSSIBLE NOW.

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:42 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-01-31 23:39:37)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Thursday, February 01, 2007 4:20 PM
To: rddeem@access.k12.wv.us
Subject: FW: Comment Received for Policy 2520.55 (2007-01-31 23:39:37)

Carla Williamson, Executive Director
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Division of Curriculum & Instruction
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Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
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Fax: (304) 558-0048

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Wednesday, January 31, 2007 11:40 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-01-31 23:39:37)

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Comment Received for Policy 2520.55

#

Name: Patty Trucks
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City/State/Zip: Inwood , WV 25428
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Posted: 2007-01-31 23:39:37
Posted from IP: 24.126.29.246

Comments for section 126-44T-1 General

I feel that the policy that you are inflicting is unfair to our children.
We have sat back and let you take away the amount of holidays we are allowed
to celebrate, now the few that we are allowed to celebrate we aren't allowed
to have candy, cookies, cup cakes and only certian juices. I agree that a
healthy diet is important but it is a habbit that needs to be formed at
home. I don't feel that the few holidays that you allow us to celebrate
with the kids at school is going to do them any harm. Maybe we should look

at the activity levels at school also. If your are that concerned with our childrens health excercise is as important if not more than the diet. Our kids have gym once a week. They are suppose to have a 30 min recess every day. However alot of times teachers or aides are taking this time away from them either for punishment or simply because they don't want to watch the kids. If it is to cold to go out side the teachers decide to just put a movie in becaus!

e it is easier and requires less effort on their part. While they have been supplied with things for the kids to do in doors. Or maybe we could look at the silent lunch, or the fact that kids are not allowed enough time to eat there lunch because of the long lines and the amount of time it takes to get through the lines before they sit down. Maybe we should add a 20 min recess in the morning so the kids can get more excercise if we are truly concerned with their health. But I do think that we should consider some exceptions for the two or three holiday parties we allow the kids to have, if this is going to be the policy think of how it is going to impact the fundraising for schools. The concession stands at school games. If obesity and the health issues related are your concern consider the excercise side as well and do something for the kids. They need help no one listens to them, they want the recess there time to play and run. But we take that away in a heartbeat !

with no second thought, but we will keep them from having a cu!
pcake at
a holiday party. Do you really think this is the answer??

Comments for section 126-44T-2 Purpose

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

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

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

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:43 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-04 22:00:27)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Monday, February 05, 2007 6:02 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-04 22:00:27)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Sunday, February 04, 2007 10:00 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-04 22:00:27)

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Comment Received for Policy 2520.55

#

Name: Mary Weikle
Organization:
Email: weikle1@earthlink.net
Title:
Address1: RR 8 Box 381
Address2:
City/State/Zip: Fairmont, WV 26554
Role: Teacher
Posted: 2007-02-04 22:00:27
Posted from IP: 24.210.113.6

Comments for section 126-44T-1 General

Basic additions that were left out of the descriptors that are listed as objectives:

Found a double entry in standard 5 grades 1,2,3,& 4 the following statement:
that apply to daily living experiences.

Add in the descriptors for grade 1 Standard 3: body signs of inactivity and

activity.

Add in the descriptors for grade 2 Standard 3: and participate in activities to improve fitness, to the end of each descriptor.

Add in the descriptors for grade 2 Standard 4:
record eating and exercise habits and discuss positive and negative health behaviors.

work with a family member to plan a healthy family meal

In order to better implement the wellness standards, responsibilities for specific objectives should be coded. Suggestion would be to designate with bold print which CSOs are primarily to be implemented in Physical Education by the physical education teacher, which by general educator (regular text) and those which might be shared by both professionals (red)?

Comments for section 126-44T-2 Purpose

To implement the wellness standards, both Physical education classes and Health classes are needed to deliver concepts/content. Clearly stating responsibilities would alleviate concern of only one professional delivering instruction.

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

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

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

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 9:54 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 09:54:26)

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Comment Received for Policy 2520.55

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Address2:
City/State/Zip: Fairmont, Wv. 26554
Role: Community Member
Posted: 2007-02-12 09:54:26
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

As a student of health and physical education, and a future educator, I strongly believe that content standards for physical education should not be taken away from our k-4 children. In grades k-4, children are at a very fragile state in which they need to be introduced to a lifetime of fitness and wellness. Physical education is not just "recess time" at this age! Children learn and gain several valuable social and leadership qualities that will be utilized throughout their entire lives. Physical education constitutes for the foundation of a happy, healthy, and well-adjusted life. Why would the state of West Virginia, who has the second highest obesity rate in the nation, want to do anything that will hinder the physical education experience in our youth? I firmly believe that eliminating content standards for physical education in k-4 will make a mad situation even worse for the state of West Virginia.

Comments for section 126-44T-2 Purpose

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

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

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

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 9:47 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 09:47:01)

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Comment Received for Policy 2520.55

Name: John Paul Bucher
Organization: Fairmont State University
Email: j_bocher23@hotmail.com
Title: Student
Address1: 1202 Lowell St.
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City/State/Zip: Fairmont, wv 26554
Role: Community Member
Posted: 2007-02-12 09:47:01
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

To the committee members making the final decision on whether or not we should keep the Physical Education content standards for our PreK-4 students, I extremely disagree with doing away with these standards. At this stage in their lives our students need the opportunity to develop many fundamental motor skills and psychomotor development. At this particular age our students are apt to want to move around during the day, having them sit in seats for more of the day could have a counteractive effect. I'm sorry but it doesn't make sense to me to take away more physical activity from our students when we are nearly last in the U.S. in obesity rate for children, if anything we need to increase activity to help our students live healthier, happier lives.

Comments for section 126-44T-2 Purpose

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

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

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

Brenda Freed

Subject: FW: Wellness Policy Comments

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

From: Barbara N. Fish [mailto:barbara.bbfish@suddenlink.net]
Sent: Wednesday, January 10, 2007 4:29 PM
To: 'Jorea Marple'; 'Carla Williamson'; mpurkey@access.k12.wv.us; 'Don Chapman'; 'Rick Goff'; rddeem@access.k12.wv.us
Cc: Bob Dunlevy; Delores W. Cook; 'Jack McClanahan'; 'James L. Skidmore'; 'Jenny Phillips'; 'Lowell E. Johnson'; 'Priscilla M. Haden'; Ronald B. Spencer; 'Sheila M. Hamilton'; Steve Paine; 'Virginia Harris'
Subject: Wellness Policy Comments

Folks:

Good nutrition and healthful eating practices should be taught early in the schools and certainly before third grade. Many teaching resources are available (see link below.) Children ages 6-11 should be taught that maintaining a healthy diet of

1. fruits and vegetables
2. whole grains
3. fat-free or low-fat milk products
4. lean meats, poultry, fish, beans, eggs and nuts, and
5. low in saturated fats, cholesterol, sodium and added sugars is essential.

Therefore, this nutritional information should be a part of the content standards for wellness beginning in kindergarten and reemphasized or expanded throughout the elementary grades. Hopefully, by third grade, children will have "my pyramid for kids" memorized.

Teaching good health (mental and behavioral as well as physical), nutrition and physical activity can be incorporated in core subjects easily.

We should begin teaching all wellness standards as soon as possible; kindergarten.

Sincerely,

Barbara Fish, Member
West Virginia Board of Education

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 9:09 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 09:09:09)

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Comment Received for Policy 2520.55

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Role: Teacher
Posted: 2007-02-12 09:09:09
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

We have enough problems getting children to be active as it stands now. It makes better sense to make the kids do physical activity in a supervised environment led by professionals (actual physical education teachers---not elementary classroom teachers) because lifestyle habits are established early in life and carry over through adulthood. Knowledge is not enough --- they need to be physically active especially when you consider the fact that the children should be developing proper movement fundamentals that prepare them to function efficiently in everyday life. We worry about health care ---lets be proactive in the state of West Virginia and try to prevent health problems rather than find a way to pay medical expenses.

Comments for section 126-44T-2 Purpose

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

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

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

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:37 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-11 17:02:42)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 7:28 PM
To: Rick Deem
Cc: dchapman@access.k12.wv.us; Jack McClanahan
Subject: FW: Comment Received for Policy 2520.55 (2007-02-11 17:02:42)

Dr. Housner provided his comments online. See below.

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Sunday, February 11, 2007 5:03 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-11 17:02:42)

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Comment Received for Policy 2520.55

#

Name: Dr. Lynn Housner
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Role: Teacher
Posted: 2007-02-11 17:02:42
Posted from IP: 207.255.128.83

Comments for section 126-44T-1 General

I would first like to begin my comments with several concerns about the process used by the WVDOE to develop and solicit feedback regarding the proposed P-4 "Wellness" standards. First, they were developed without any participation by university teacher education faculty. Combining health and physical education standards has serious implications for teacher education programs in WV and they should have been represented in this important process. Second, the solicitation of comments/feedback should be advertised prominently on the homepage of the WVDOE website, not

hidden from view. If this process is designed to obtain as much feedback as possible, one would think the process would be highly transparent. I have been waiting since October to comment and have gone to the WVSOE website each week for the last two months. I only found out about the wellness standards were available for comment last week when a colleague indicated where they could be found.

After navigating through t!

he website I finally found the site and the standards were mis-labelled with the P-4 left out. Many others have found your solicitation of comments problematic. Third, once I got on last Friday and spent an hour crafting my comments, I sent them only to find out that you MUST fill in the spam blocker or the message is lost even though the instructions do not say this. Finally, the emails of your BOE members are not listed. These are OUR representatives and should be available to us so that we can contact them when critical issues such as this arise.

Overall, the way the WVDOE has handled this process is flawed and in need of reform.

Comments for section 126-44T-2 Purpose

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

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

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

The current wellness standards for P-4 are frankly, a travesty. This may seem an extreme statement, but there are several very good reasons why these standards will severely damage the quality of physical education delivered to children in WV. These reasons are listed below.

1) The so-called "wellness standards" add health standards and remove fitness standards from physical education. If, as the standards state, the purpose of physical education is to promote "lifelong physical fitness", it is absolutely incomprehensible why fitness standards have been removed. The state legislature added time to elementary physical education (3 days for 90 minutes) for the express purpose of increasing physical activity for WV children. Now, teachers will be asked to replace important physical education content with teaching children hygiene, safety, household hazards, and making 911 calls.

Thought these are important health standards, they need to be taught by health specialists. WV is the unhealthiest state in the nation and our children deserve and need high quality health AND physical education, not a diluted curriculum in which both areas are diluted.

2) The current "wellness" standards are not aligned with the national standards developed by the National Association of Sport & Physical Education (NASPE) and the American Association for Health Education (AAHE).

NASPE and AAHE are our learned societies and have developed standards based on empirical research and these standards are used national wide to hold P-12 and university teacher education programs accountable for designing and maintaining quality health and physical education programs. The national standards should not be ignored!

3) The standards seem to be driven by economic rather than educational concerns. To provide the kind of programming advocated by the School Health Programs that the WVSOE has charged county Wellness Policy Committees to administer is in direct opposition to these standards.

To provide our children with the kind of health and physical education that will move WV from the unhealthiest to one in which children make appropriate health choices and engage in a lifetime of physical activity, will take a serious investment in P-12 health and physical education teachers and a high quality curricula for each to teach, not a diluted combination of health and physical education where neither gets the attention it deserves.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 11:15 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 11:15:23)

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Comment Received for Policy 2520.55

Name: Lynn Housner
Organization: WVU
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Title: Associate Dean
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Address2:
City/State/Zip: Morgantown, WV 26506
Role: Community Member
Posted: 2007-02-12 11:15:23
Posted from IP: 157.182.60.187

Comments for section 126-44T-1 General

I would first like to begin my comments with several concerns about the process used by the WVDOE to develop and solicit feedback regarding the proposed P-4 "Wellness" standards. First, they were developed without any participation by university teacher education faculty. Combining health and physical education standards has serious implications for teacher education programs in WV and they should have been represented in this important process. Second, the solicitation of comments/feedback should be advertised prominently on the homepage of the WVDOE website, not hidden from view. If this process is designed to obtain as much feedback as possible, one would think the process would be highly transparent. I have been waiting since October to comment and have gone to the WVDOE website each week for the last two months. I only found out about the wellness standards were available for comment last week when a colleague indicated where they could be found.
After navigating through !
the website, I finally found the site and the standards were mis-labelled with the P-4 left out. Many others have found your solicitation of comments problematic. Third, once I got on last Friday and spent an hour crafting my comments, I sent them only to find out that you MUST fill in the spam blocker or the message is lost even though the instructions do not say this. Finally, the emails of your BOE members are not listed. These are OUR representatives and should be available to us so that we can contact them when critical issues such as this arise.

Overall, the way the WVDOE has handled this process is flawed and in need of reform.

Comments for section 126-44T-2 Purpose

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

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

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

The current wellness standards for P-4 are frankly, a travesty. This may seem an extreme statement, but there are several very good reasons why these standards will severely damage the quality of physical education delivered to children in WV. These reasons are listed below.

1) The so-called "wellness standards" add health standards and remove fitness standards from physical education. If, as the standards state, the purpose of physical education is to promote "lifelong physical fitness", it is absolutely incomprehensible why fitness standards have been removed. The state legislature added time to elementary physical education (3 days for 90 minutes) for the express purpose of increasing physical activity for WV children. Now, teachers will be asked to replace important physical education content with teaching children hygiene, safety, household hazards, and making 911 calls. Though these are important health standards, they need to be taught by health specialists. WV is the unhealthiest state in the nation and our children deserve and need high quality health AND physical education, not a curriculum in which both areas are diluted!

2) The current "wellness" standards are not aligned with the national standards developed by the National Association of Sport & Physical Education (NASPE) and the American Association for Health Education (AAHE).

NASPE and AAHE are our learned societies and have developed standards based on empirical research and these standards are used national-wide to hold P-12 and university teacher education programs accountable for designing and maintaining quality health and physical education programs. The national standards should not be ignored!

3) The standards seem to be driven by economic rather than educational concerns. To provide the kind of programming advocated by the School Health Programs that the WVDOE has charged county Wellness Policy Committees to administer is in direct opposition to these standards. To provide our children with the kind of health and physical education that will move WV from the unhealthiest to one in which children make appropriate health choices and engage in a lifetime of physical activity, will take a serious investment in P-12 health and physical education teachers and a high quality curricula for each to teach, not a diluted combination of health and physical education where neither gets the attention it deserves.

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:38 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-11 10:51:49)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 7:28 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-11 10:51:49)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Sunday, February 11, 2007 10:52 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-11 10:51:49)

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Comment Received for Policy 2520.55

#

Name: Mike Lopez
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Address2:
City/State/Zip: Fairmont, wv 26554
Role: Teacher
Posted: 2007-02-11 10:51:49
Posted from IP: 71.64.5.184

Comments for section 126-44T-1 General

As I digest policy 2520.55, i can't help to think that this will further eliminate the need for physical education class and teachers. The policy seems to combine the health and physical activity standards but with a HEAVY emphasis on health (classroom based instruction). The balance looks off, but so is the body fat% of our young impressionable youth. It also appears that the objectives are more classroom based.
In our school system, when physical activity instruction is combined with

ANY classroom objectives, the time spent in activity decreases. That to me is the problem. Why are kids obese? Why do we have the unhealthiest society in the world? Because as "leadders" we are finding ways to just "generalize" the importance of exercise (until disease forces us to change, and then we can just turn to the prescription medication world to get through).

I personally feel the school should start every day with some sort of movement or flexibility actions. But we can't wait to sit the kids down, bombard them with instruction and work to get them up to "our" set academic standards.

Why not increase the standards of exercise?

How do you feel after 15 - 30 minutes of movement? Do you perform better at work, are you happier at home?

Why does this philosophy start when we develop the many "self - induced" american society diseases.

If we want to produce better people, we have to keep physical education standards separate and not "ball them up" with items such as hygiene and drugs.

Exercise and movement will aid us in teaching most all of our other "critical" subjects and objectives and goals will increase.

thank you for considering my thoughts

Comments for section 126-44T-2 Purpose

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

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

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

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:42 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-04 13:58:42)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Sunday, February 04, 2007 8:31 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-04 13:58:42)

Carla Williamson, Executive Director
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Sunday, February 04, 2007 1:59 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-04 13:58:42)

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Comment Received for Policy 2520.55

Name: Luanna M. Moore
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Posted: 2007-02-04 13:58:42
Posted from IP: 216.30.225.205

Comments for section 126-44T-1 General

Policy 2520.55 has taken previously separate standards' policies for Physical Education and for Health at the PreK through 4th grade levels and combined them under the title of wellness. The combining of these two areas at these grade levels only lessens the importance of each. Yes, the two areas are closely related, but they each have their own distinct content. It would be just as practical to combine physical education and music, because we both teach dance, movement to a beat, and the rhythmical basis of

movement.

This change comes at a time when the need for quality programs in both health and physical education, particularly in our state, is very great. Childhood obesity is epidemic. It affects the health, well-being and learning ability of our students. Today's students will be the first generation to not out live their parents. One in four will have to deal with diabetes. There is an emphasis, both nationally and statewide, on wellness because of this. Health and Physical Education are both elements of Wellness. But as they are being combined here for PreK-4th, both subjects are getting watered down by the other and the Physical Education standards have been greatly weakened.

Also of concern is how this new system will allow for an efficient educational flow for the students. At the 5th grade level the standards will change back to separate standards for Health and Physical Education and Wellness as a content area will no longer exist.

Comments for section 126-44T-2 Purpose

In defining the standards for wellness, the National Standards for Physical Education have been lost or ignored. The previous policy aligned well with the National Standards, although it had some minor differences. I don't understand why we would want to be moving away from alignment with the National Standards for Physical Education. The document does indicate that the new standards do closely align with the National Standards for Health Education. Although I do not know these as well, it appears that the seven national standards have been condensed and reduced into about 4 of the new standards. In Physical Education the standards which have been omitted are ones dealing with physical fitness and being physically active. Parts of these standards can't be found in the new standards but no longer seem to carry the same importance.

With these two areas, Health and Physical Education, being combined will we have teachers who are trained and qualified to teach Wellness? I am a highly qualified elementary physical education teacher, but I am not qualified or trained to teach Wellness as defined by these standards. Are our teacher preparation programs ready to make this curriculum change? I doubt that they are or will be willing to make such changes.

On a personal level, I am currently working on an application for national recognition for program excellence in physical education. Moving away from the National Standards will make it more difficult for other schools to pursue this recognition. It will also make applying for grants on a national level more difficult.

The combining of these two areas will result in less opportunities for our students to be physically active. They will have less time to learn the basic movement skills at this critical time in their development. This is the age when children are developing the fundamental skills that will make being physically active enjoyable for the rest of their lives.

Already, in many schools, we cannot meet the 30 minutes, three times per week of physical education that is required by the West Virginia Healthy Lifestyles Act. The Center for Disease Control recommends at least 30 minutes, five times per week. Under these combined standards, the Physical Education Teachers will end up teaching the health concepts that were previously taught by the classroom teacher or a separate health teacher. This will happen with no additional teachers being hired. In some schools it will result in the classroom teacher teaching Wellness and the physical education specialist being eliminated. As a result, the students will have far less physical education.

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

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

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

In summary, I feel the current separate content standards for Health and Physical Education will do a far better job of preparing our students for success in the 21st century than these new Wellness standards for the following reasons:

The combined standards lessen the importance of both Physical Education and Health Education and ignore their unique content.

The proposed Wellness Standards move away from and not toward National Standards in Physical Education and Health.

They will not provide for an efficient educational flow for the students when at 5th grade Wellness no longer exists as a content area and Physical Education and Health are separate content areas.

Many highly qualified teachers of only Health or Physical Education are not qualified to teach Wellness as defined by these standards.

Our colleges and universities are not currently preparing teachers to teach these Wellness standards. Health and Physical Education can be entirely separate degree areas.

Grant writing and national recognition of outstanding programs and teachers will be more difficult because we do not follow the National Standards. Even just taking advantage of national resources and training will be more difficult.

Our students will have less opportunity for physical activity and learning the motor skills necessary for an active life. This will be at a time when we can't even meet the current requirements of the West Virginia Healthy Lifestyles Act or the recommendations of the Center for Disease Control.

But most importantly, our students will get less of each content area, in a curriculum that is watered down rather than made more rigorous.

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:39 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-10 14:18:08)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Saturday, February 10, 2007 7:59 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-10 14:18:08)

Carla Williamson, Executive Director
Office of Instruction
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Saturday, February 10, 2007 2:18 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-10 14:18:08)

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Comment Received for Policy 2520.55

Name: Wallace B. Neel
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Address2:
City/State/Zip: Bethany, WV 26032
Role: Community Member
Posted: 2007-02-10 14:18:08
Posted from IP: 141.153.121.53

Comments for section 126-44T-1 General

Dear Dr. Williamson,

I trust you will receive my comments in the good faith in which they are intended.

Having been in attendance at all 21st Century Project sessions, I have been extremely pleased with the inclusion of Wellness as a major emphasis in the

initiative. Unfortunately, I have reservations about the recommendations on how they will be implemented. It seems apparent that they have been melded with the current initiatives in physical activity. On the surface this appears to be ok, but my concern is that the "very limited" amount of time-90 minutes- currently given over to physical activity will be eroded even further by jamming the additional CSO's requirements into the current physical activity time allocations. This seems to be a prime example of "robbing Peter to pay Paul"!

We need to create developmentally appropriate movement activities that are essential to enhancing cognitive, affective and motor skills. We do not need more seat time, we need less! Research shows that children learn best at this age through movement, not to mention the importance of developing the lifestyle habits essential to fitness and health later in life. Changing habits later is a no win proposition. The idea is to bring students to the work place with these skills and dispositions already in place. They must be created early and continuously reinforced over time. If we are serious about wellness as a goal, we must give it its due or it will fail.

For the welfare of future generations we must abandon the current philosophy of doing too little early in life and paying for it many times over later in life. If nothing else, the economics will overwhelm us.

I know NCLB is the driving thrust of most, if not all, of what we do, but one definition of insanity is doing the same thing over and over and expecting different results. The body teaches the mind and structured physical activity enhances learning in all three domains, key components of 21st Century Learning. We give lip service to providing instruction in authentic situations. Why do we refuse to take maximum advantage of play, the most powerful motivational and instructional authentic tool in our arsenal, to provide optimal learning opportunities in our schools? I appreciate your time and interest in this matter.

Please advise of comments and concerns.

Respectfully,
Wallace Neel, Ed.D.
Dean of Professional Studies
Professor of Physical Education-Sports Studies
Bethany College

Comments for section 126-44T-2 Purpose

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

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

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

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 9:02 AM
To: fibanez@wvde.state.wv.us; cljwilli@ACCESS.K12.WV.US
Subject: Comment Received for Policy 2520.55 (2007-02-12 09:01:42)

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Comment Received for Policy 2520.55

#

Name: Paul Reneau Ph.D.
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City/State/Zip: Fairmont, WV 26554
Role: Parent-Family
Posted: 2007-02-12 09:01:42
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

I have a concern about this new policy. It appears that Physical Education is being completely replaced by Health/Wellness. Though I agree that health & wellness are very important so to is the ability to move correctly. It makes no logical sense that a state with the health problems of WV would concentrate on the mental aspect of wellness by foregoing the physical/movement aspect. As research has shown habits learned early in life are carried throughout life. This apply's very much to exercise. Research ha also shown that students who get regular exercise have a greater oxygen flow to the brain resulting in a greater capacity to learn and enhance their intelligence. What good is all the mental knowledge of wellness if a child has not learned how to use it through activity, or what good is knowledge if you're not alive to use it. I feel that the "elimination" of physical education will have a detrimental effect on the health and fitness of our states youth in their future, we will most probably se an increase in the number of residents that are overwieght and obese (as if the current number isn't high enough). The rolling together of Physical Education into Wellness is not a good idea and P.E. should be kept in the schools.

Comments for section 126-44T-2 Purpose

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

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

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

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:37 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-11 22:21:48)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Monday, February 12, 2007 7:27 AM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-11 22:21:48)

Carla Williamson, Executive Director
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Sunday, February 11, 2007 10:22 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-11 22:21:48)

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Comment Received for Policy 2520.55

Name: Greg Richmond
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Role: Teacher
Posted: 2007-02-11 22:21:48
Posted from IP: 75.108.33.105

Comments for section 126-44T-1 General

I find it disheartening that the State Department wants to further limit the time children are engaged in physical activity during the limited time we have to teach them. Incorporating the health standards with the PE standards sounds good but will make the PE teacher responsible for covering them during the very limited time we have our children now. I know that the state says we are to have so many minutes per day mandated, but until they come up with a revised system to allow counties to hire enough teachers to

comply with that mandate, the time requirements are not going to be met. This new proposal will further limit activity time. I am not in favor of this change and am requesting that this change not occur.

Comments for section 126-44T-2 Purpose

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

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

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



P.O. Box 4
Oak Hill, WV, 25901
(304) 469-4575

West Virginia Code 2520.55 combines standards for health and physical education and proposes the teaching of wellness in grades k thru 4. The West Virginia Association of Health, Physical Education, Recreation, and Dance opposes this policy.

Physical education delivered by specialists is the best way to teach children the skills needed to make physical activity enjoyable and lifetime in nature. At a time when children are moving less and obesity is reaching epidemic proportions, eliminating physical education is not in the best interests of our students.

Joylon Turner
President WVAHPERD

West Virginia Association for Health, Physical Education, Recreation, and Dance

Principal
 Professional Support Staff

Teacher
 Service Personnel

Business/Industry
 Community Member

COMMENTS/SUGGESTIONS

§126-44T-1. General.

Should not make BMI a part of Fitnessgram testing . Standard #3 of Wellness 4th grade

§126-44T-2. Purpose

§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:

Carla Williamson
Office of Instruction
West Virginia Department of Education
Capitol Building 6, Room 304
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Address: cljwilli@access.k12.wv.us
Fax No.: 304 558-3741

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Version: 7.1.411 / Virus Database: 268.17.37/682 - Release Date: 2/12/2007

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:38 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-09 14:12:22)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Saturday, February 10, 2007 8:00 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-09 14:12:22)

Carla Williamson, Executive Director
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 2:12 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-09 14:12:22)

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Comment Received for Policy 2520.55

Name: Amy M. Rogers-Sidwell
Organization:
Email:
Title:
Address1: 405 Rotary Street
Address2:
City/State/Zip: Morgantown, WV 26505
Role: Community Member
Posted: 2007-02-09 14:12:22
Posted from IP: 151.205.53.163

Comments for section 126-44T-1 General

I object to the proposed revisions to the content and objectives in WV BOE Policy 2520.55. The term "Wellness" does not reflect a particular discipline; whereas the terms "Health Education" and "Physical Education" have nationally recognized standards for professionals in those disciplines. Health educators and physical educators are those professionals who have met established criteria for certification and/or teacher preparation. Policy 2520.55 fails to specify whether teachers without teacher certification in

health education and/or physical education will deliver "wellness" content to our Pre K-4th grade students. As a parent, West Virginia taxpayer, Certified Health Education Specialist and doctoral degree candidate in Physical Education/Teacher Education, I strongly object to the potential threat that my children will learn their health and physical education content knowledge from anyone other than teachers who are licensed to teach "Health Education" and "Physical Education."

Steven Paine wrote in the Foreward to this policy, "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..and best practice in the field of wellness." Were physical educators and health educators involved in crafting this policy? My contention is that "regular classroom teachers" and "special education teachers" cannot possibly know what are the best practices in wellness, because there are no nationally recognized best practices in wellness! Which West Virginia "higher education institutions" were consulted in framing these revisions? This proposed policy has great implications for the manner in which we train teacher candidates.

Comments for section 126-44T-2 Purpose

"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 (2007, p.v)."

This sentence is poorly worded, and demonstrates that those creating this policy did not research these disciplines. Who defined "the wellness concept?" "Health literacy" refers to understanding health. Don't we want our Pre-K-4 graders to do more than understand health? Don't we want our students to do more than "appreciate" physical fitness?

We should expect that our students will complete measurable objectives which are informed by National Standards in Physical Education and Health Education. WV Policy 2520.55 has four Standards related to what would traditionally be health education, and only two Standards related to what should be termed physical education. The National Association for Sport and Physical Education (NASPE) lists six standards, and the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) lists seven standards. Why should West Virginia have fewer than 13 standards in these areas?

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

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

Pre-K Wellness Content Standards and Objectives (page 1) description does of "exploring movement" does not relate to the standard of "accessing valid wellness information and health-promoting products and services," nor does it relate to the performance descriptor of identifying "helpers and unhealthy household products and their symbols." The description should be re-written, or the objectives should be moved to other categories. Additionally, "helpers" and "household" products should be placed into at least two objectives.

Pre-K Standard 3 expects students to "demonstrate the ability to practice wellness." How does one "practice wellness?" How is that measurable? Why is it important for a student to wear "proper clothing to wear for various weather conditions or activities?" Shouldn't a standard that expects our students to "practice wellness" and "reduce health risks" focus on the crisis West Virginia faces in terms of childhood obesity, and subsequent diseases related to lifestyle choices, as opposed to having children know what to wear?

Pre-K Standard 5 expects students to be able to model "proper techniques while participating in active play." Who defines "proper techniques" and how might those be measured when a child is at play.

Pre-K Standard 6 expects students to apply concepts and principles of movement as they would apply to daily living experiences. Which daily living experiences? Why does movement need to relate to daily living?

Shouldn't we focus on how movement contributes to health-enhancing levels of physical fitness as outlined in the NASPE standards?

Kindergarten wellness objectives focus on the development of social skills, personal health, injury prevention, nutritious food, and motor skills. However, some of the objectives listed under this goal are related to "sensory organs," "tobacco," and "feelings." It is my contention that these objectives neither fully match the standard, nor teach our students about our most salient health issues in West Virginia.

Kindergarten Standard 6 on human movement and motor skills expects students to distinguish, recognize, and identify skills and movement patterns, but does not specify that students should perform those skills. How does this contribute to physical fitness if a student is not expected to physically perform a skill, but simply distinguish, recognize, or identify the skill?

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

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:38 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-09 12:00:39)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Saturday, February 10, 2007 8:01 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-09 12:00:39)

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

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 12:01 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-09 12:00:39)

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<http://129.71.2.32/r.html?id=a657e95244b8b6bab1687aae86734475>
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Comment Received for Policy 2520.55

Name: Kellan Sarles
Organization:
Email: ksarles@access.k12.wv.us
Title:
Address1:
Address2:
City/State/Zip: ,
Role: School System Staff
Posted: 2007-02-09 12:00:39
Posted from IP: 168.216.25.127

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

Existing PE content standards should not be rolled into the Wellness Policy.
This action would diminish the importance of PE and work contrary to efforts
to improvement the health and well-being of West Virginia students.

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

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:42 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-01 17:07:31)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Thursday, February 01, 2007 5:39 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-01 17:07:31)

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

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Thursday, February 01, 2007 5:08 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-01 17:07:31)

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Comment Received for Policy 2520.55

Name: Charlene Galluzzo
Organization: Sistersville Elementary School
Email: cgalluzz@access.k12.wv.us
Title: Physical Education Teacher
Address1: 651 Terrace Circle
Address2:
City/State/Zip: Sistersville, WV 26175
Role: Teacher
Posted: 2007-02-01 17:07:31
Posted from IP: 168.216.255.16

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

In all 5 grade levels (Pre-K through 4) of the Wellness Standard 5, the phrase "that apply to daily living experiences" is repeated in the description of the standard.
I believe the document is comprehensive and addresses all aspects of wellness as it pertains to a child's developmental growth from Pre K to 4th grade.

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:38 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-09 10:04:45)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Saturday, February 10, 2007 8:01 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-09 10:04:45)

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

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 10:05 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-09 10:04:45)

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Comment Received for Policy 2520.55

Name: Bane McCracken
Organization:
Email: bfmccracken@citynet.net
Title:
Address1: Rt #2 Box 169 C
Address2:
City/State/Zip: Ona, WV 25545
Role: Community Member
Posted: 2007-02-09 10:04:45
Posted from IP: 69.43.20.176

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

I object to WVDOE Policy 2520.55 for 5 reasons. First, specialists should teach physical education. Second, West Virginia standards for physical education should be aligned with national standards. Third, standards should not be diluted. Fourth, NCLB calls for highly qualified teachers and there no highly qualified wellness teachers. Fifth, National Boards for Professional Teaching Standards offers no certification for wellness.

Today's children are spending increasing amounts of time strapped in car seats, watching televisions, playing sedentary computer games, and sitting in school. As a result, children learn not to move. It is a difficult task to teach children the movement skills needed to make physical activity enjoyable and lifetime in nature. Physical education specialists are specifically trained to address these needs.

The nation's best physical educators developed national standards for physical education. West Virginia's standards for physical education are closely aligned with national standards and do an excellent job of identifying what children need to know and be able to do. Furthermore, programs sponsored by the National Center for Disease Control (CDC) and the National Alliance for Health Physical Education Recreation and Dance (AAHPERD) are available to help schools develop quality curricula aligned with national standards. Adopting the proposed policy will make it difficult to take advantage of these programs.

Twenty First Century Learning calls for more robust standards. Combining standards does not make standards more robust. Developing curriculum based upon the proposed Wellness standards, with no increase in allotted time for content delivery, results in lower goals. Quality of instruction is also reduced. NCLB calls for highly qualified teachers. There is no certification for wellness and no institution offers certification for educational wellness. Therefore no highly qualified teachers. Teachers can establish highly qualified status through the National Board for Professional Teaching Standards (NBPTS). The NBPTS does not offer certification for wellness. However there is certification for physical education, four West Virginia teachers are currently NBPTS certified (two at the K-4 level) and several more have applied. The proposed change will deny those teachers the opportunity to become NBPTS in their chosen fields.

Learning to move is vitally important for children's academic development as well as their health. Movement enhances cognition and teaching movement skills help improves brain function. The proposed policy change will result in less physical activity opportunity and lower the standards for physical education.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 11:48 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 11:47:49)

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Comment Received for Policy 2520.55

Name: Trevor St. Clair
Organization: Fairmont State University
Email: tstclair@fairmontstate.edu
Title: student
Address1:
Address2:
City/State/Zip: ,
Role: Community Member
Posted: 2007-02-12 11:47:49
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

Physical education needs to stay in school. The United States is plagued with the problem of obesity and taking away physical education in elementary school will only further the problem. There can be no reason that outweighs this.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 11:51 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 11:50:36)

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Comment Received for Policy 2520.55

Name: Jennifer Taylor
Organization: Fairmont State University
Email: jtaylor@fairmontstate.edu
Title: Education Student
Address1: rr 9 box 272
Address2:
City/State/Zip: Fairmont, wv 26554
Role: Community Member
Posted: 2007-02-12 11:50:36
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

It would not be a good idea to reduce the availability of Physical Education in WV public school system. WV needs more physical education than less. It is important for elementary students to learn to be physical at a young age.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 9:48 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 09:47:47)

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Comment Received for Policy 2520.55

#

Name: Micheal Waller
Organization: College Students
Email: mwaller@fairmontstate.edu
Title: Senior Education Major
Address1: 1822 Locust Ave
Address2:
City/State/Zip: Fairmont, Wv 26554
Role: Community Member
Posted: 2007-02-12 09:47:47
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

I feel that not following the content standards in physical education for kindergarten through fourth grade would set the students up for failure in the future. The first few years of education is were most learning occurs, and without the proper teachers these activities won't be taught. We (West Virginia) have the highest obesity rate in the nation, so how does that make sense to cut off physical education teachers? As a teacher you must touch the students before they become obesity, so if they don't have a physical education teacher until middle school it will be too late for them.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 9:54 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 09:53:30)

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Comment Received for Policy 2520.55

#

Name: Cathy Aites
Organization: Fairmont State University
Email: caites1@fairmontstate.edu
Title: student
Address1: Route 6 Box 65B
Address2:
City/State/Zip: Fairmont, WV 26554
Role: Community Member
Posted: 2007-02-12 09:53:30
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

I strongly disagree with this proposal to not include physical education in the K-4 curriculum. What message are we sending to our children and all West Virginia citizens? That physical activity is not important for good health? Considering the high level of obesity in WV, this would be a grave mistake. I am a parent with children in the WV school system, their health and is of great importance to me. Please don't let our children down!

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 9:54 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 09:53:30)

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Comment Received for Policy 2520.55

Name: Cathy Aites
Organization: Fairmont State University
Email: caites1@fairmontstate.edu
Title: student
Address1: Route 6 Box 65B
Address2:
City/State/Zip: Fairmont, WV 26554
Role: Community Member
Posted: 2007-02-12 09:53:30
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

I strongly disagree with this proposal to not include physical education in the K-4 curriculum. What message are we sending to our children and all West Virginia citizens? That physical activity is not important for good health? Considering the high level of obesity in WV, this would be a grave mistake. I am a parent with children in the WV school system, their health and is of great importance to me. Please don't let our children down!

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 10:44 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 10:43:48)

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Comment Received for Policy 2520.55

#

Name: Rod Auvil
Organization:
Email: auvilrod@aol.com
Title:
Address1: RR 1 Box 261a
Address2:
City/State/Zip: Flemington, WV 26347
Role: Teacher
Posted: 2007-02-12 10:43:48
Posted from IP: 168.216.194.187

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

Wellness is a very important part of everyone's life, but my concern is will quality Physical Education be pushed to the side to incorporate more of mind intrinsic activities? Physical activity for children of this age is so important in developing locomotor skills necessary to perform daily physical activities. A child needs quality physical activity everyday, so if time is not devoted towards Physical Education then by the time they reach Middle School they will be behind in the core areas of physical fitness. If Physical Education is in jeopardy of being limited, then I'm against the proposal to combine health and PE for wellness.

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:38 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-09 23:43:25)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Saturday, February 10, 2007 8:00 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-09 23:43:25)

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

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 11:43 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-09 23:43:25)

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Comment Received for Policy 2520.55

Name: Aleta Jo Crotty
Organization: Mercer
Email: crotty3@frontiernet.net
Title: PE Teacher
Address1: 70 Ramey Ave
Address2:
City/State/Zip: Princeton, WV 24740
Role: Teacher
Posted: 2007-02-09 23:43:25
Posted from IP: 74.34.153.1

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

As a physical education teacher that travels, I am struggling to cover all the content standard for physical education. I am spread so thin at this point that some of my students receive PE one time a week. I am desperately trying to teach the fundamental skills/concepts that I feel are so important in order to lay a foundation for an active lifestyle. Adding the wellness standards onto our already enourmous obligation would be detrimental to the youth of WV.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 11:48 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 11:48:10)

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Comment Received for Policy 2520.55

Name: Nicole Culp
Organization:
Email: nculp@fairmontstate.edu
Title:
Address1: rt. 8 box 940
Address2:
City/State/Zip: fairmont, wv 26554
Role: Community Member
Posted: 2007-02-12 11:48:10
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

this is to get rid of physical education in grade schools. i think this is a very bad idea. we have it only 2 days a week sometimes as it is and i think they need alot more than just that. so if you get rid of it all together that will be a bad thing!! our kids are already getting to be obese and i think that more involvement in physical ed would really help that!!

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:37 PM
To: 'Brenda Freed'
Subject: FW: Response to POLICY 2520.55
Attachments: POLICY 2520 55 Wellness.doc

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 9:38 PM
To: Rick Deem
Subject: FW: Response to POLICY 2520.55

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

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

From: Anna Devito [mailto:adevito@shepherd.edu]
Sent: Sunday, February 11, 2007 9:03 PM
To: cljwilli@access.k12.wv.us
Subject: Response to POLICY 2520.55

Carla Williamson
Office of Instruction
West Virginia Department of Education
Capitol Building 6, Room 304
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330

Ms. Williamson

This is my response to **POLICY 2520.55: 21st Century Wellness PreK-4 Content Standards and Objectives for West Virginia Schools**. I have put the response in this document and have attached a copy. I hope this makes it to you.

Anna DeVito

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

COMMENT PERIOD ENDS: February 12, 2007

3/16/2007

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 : Anna DeVito Organization: Shepherd University

Title: Associate Professor of Health, Physical Education, Recreation, and Sport

Street Address: 19 Ryan Way

City: Shepherdstown State: WV Zip: 25443

Please check the box below that best describes your role.

School System Superintendent

School System Staff

Parent/Family

Principal

Teacher

Business/Industry

Professional Support Staff

Service Personnel

Community Member

COMMENTS/SUGGESTIONS

§126-44T-1. General.

§126-44T-2. Purpose

§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.

Combining the Health, Wellness, and Physical Education Objectives is a bad idea for the following reasons:

1. P-4 Students in West Virginia do not participate in the required number of minutes of quality physical education each day. In fact, they do not have daily physical education as suggested by the National Association of Sport and Physical Education. Students may get physical education only once or twice a week.

2. Combining the standards will not increase the amount of daily physical education, it will likely decrease the amount.

3. Obesity is at epidemic proportion in West Virginia. The best way to combat obesity is to have daily quality physical education. (By the way daily quality physical education has also been shown help students cognitively as well as physically.

4. This combination of objectives places physical education as an afterthought in education. Only 2 of 6 objectives relate to activity. I hope this does not mean that students will get 1/3 of the activity they have received in the past. If so it will mean increases in the rate of obesity in the state.

5. If wellness is the focus, where will the state find ‘highly qualified teachers’ of wellness? There are no teacher education programs in this area, nor are there corresponding certifications.

6. Elementary teachers are not prepared to be highly qualified teachers in wellness, health or Physical Education. While they may have taken a few courses in the area, they are prepared to supplement programs – not develop and deliver wellness programs. Elementary Physical Education majors have an expertise in designing, developing and delivering developmentally appropriate physical education programs to West Virginia students.

7. In the foreword of the document, it was stated that ‘educators from across the state’ developed the Wellness CSO’s. Were there Health and physical educators on this committee????

**Dr. Anna DeVito
19 Ryan Way
Shepherdstown, WV**

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 11:50 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 11:49:59)

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<http://129.71.2.32/r.html?id=a657e95244b8b6bab1687aae86734475>
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Comment Received for Policy 2520.55

Name: Jenna Facemire
Organization: Fairmont State University
Email: jfacemire@fairmontstate.edu
Title:
Address1: 1120 Bryant Street
Address2: Bryant Place South room 308D
City/State/Zip: Fairmont, WV 26554-1521
Role: Community Member
Posted: 2007-02-12 11:49:59
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

Physical/Health Education plays an important role in today's school system now more than ever. West Virginia is the third "fattest" state in the nation today and it would be detrimental to this state to cut back on the Physical Education in the school system. Also, WV is not the only state with a Health issue it is the whole Nation and something needs to be done about it and we can do that through Physical Education in the school systems.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 12:49 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 12:49:23)

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Comment Received for Policy 2520.55

#

Name: Deborah A. Hadlock
Organization: Emerson Elementary School
Email: beach10@charter.net
Title: Physical Education Teacher
Address1: 1605 36th Street
Address2:
City/State/Zip: Parkersburg, WV 26104
Role: Teacher
Posted: 2007-02-12 12:49:23
Posted from IP: 168.216.74.183

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

I believe that combining the content standards and objectives for PreK-3 for the subject areas of wellness and physical education is a grave mistake. This will only serve to dilute the curriculum of both subjects by not allowing them to be taught in a manner that emphasizes the different but important aspects of both. Wellness and physical education should be considered separately in the curriculum as both deal with unique contributions to a healthy lifestyle. This age group, PreK-3, is where the foundation of a healthy lifestyle begins. The school curriculum must be at the forefront of contributing to this foundation for our children and their parents. Combining the content standards and objectives into six items will only further push wellness and physical education to the back burner of the school environment and overall curriculum. It seems to me that this defeats the governor's emphasis on health, activity, and wellness for all West Virginians. Please do pass this policy.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 11:48 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 11:48:17)

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Comment Received for Policy 2520.55

Name: Adam Linn
Organization:
Email: alinn@fairmontstate.edu
Title:
Address1: 1079 Levels Rd.
Address2:
City/State/Zip: Fairmont, WV 26554
Role: Community Member
Posted: 2007-02-12 11:48:17
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

This policy is absolutely absurd. We need to be increasing the hours of physical education instead of trying to get rid of it completely. We have a national health crisis going on with our youth. Children are becoming obese and very unhealthy. Our children need help and the schools are where it should come from. This policy is absolutely ridiculous and it should be put to rest immediately. Students already do not have enough time in the physical education setting and to eliminate it completely would serve as an injustice to our youth.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 11:48 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 11:48:17)

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Comment Received for Policy 2520.55

#

Name: Adam Linn
Organization:
Email: alinn@fairmontstate.edu
Title:
Address1: 1079 Levels Rd.
Address2:
City/State/Zip: Fairmont, WV 26554
Role: Community Member
Posted: 2007-02-12 11:48:17
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

This policy is absolutely absurd. We need to be increasing the hours of physical education instead of trying to get rid of it completely. We have a national health crisis going on with our youth. Children are becoming obese and very unhealthy. Our children need help and the schools are where it should come from. This policy is absolutely ridiculous and it should be put to rest immediately. Students already do not have enough time in the physical education setting and to eliminate it completely would serve as an injustice to our youth.

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:36 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-12 15:49:19)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Tuesday, February 13, 2007 8:38 AM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-12 15:49:19)

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

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 3:49 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 15:49:19)

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Comment Received for Policy 2520.55

Name: Debbie Lore
Organization: Kanawha County Elem. Lead Teacher P.E.
Email: dlore07262aol.com
Title: Lead Teacher Elem. P.E.
Address1: 2030 Harrison Av.
Address2:
City/State/Zip: St.Albans, WV 25177
Role: Teacher
Posted: 2007-02-12 15:49:19
Posted from IP: 72.65.154.180

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

Why was this information not shared with the elementary physical education teachers? As lead teacher for the county I did not receive any information about these possible changes. I oppose these changes and feel they are being pushed through without letting those professionals involved have a voice.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 9:49 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 09:48:33)

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Comment Received for Policy 2520.55

Name: Patrick Massey
Organization: Fairmont State University
Email: pmassey@fairmontstate.edu
Title: Student
Address1: 1006 Fritz Cir.
Address2:
City/State/Zip: Fairmont, WV 26554
Role: Community Member
Posted: 2007-02-12 09:48:33
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

Dear Committee Members,
I strongly disagree with getting rid of the content standards for K-4 physical education. Just by looking at the childhood obesity rate shows that something needs to be done and it's not by doing away with one the more vital components to lowering the obesity rate. Granted that they would still have the health aspect, but what good does it do to only hear about how important physical activity is, but they are not given the opportunity to practice this idea in the school itself.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 11:47 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 11:46:48)

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Comment Received for Policy 2520.55

Name: Ryan May
Organization:
Email: rmay2@fairmontstate.edu
Title:
Address1: 909 Sunset Dr.
Address2:
City/State/Zip: Mannington, wv 26582
Role: Community Member
Posted: 2007-02-12 11:46:48
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

To stop

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

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

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

The Children need more physical education in the school system. Look at the growing problem of childhood obesity. That Speaks for itself.

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 11:58 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 11:58:10)

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Comment Received for Policy 2520.55

#

Name: Beverly Michael
Organization: Fairmont State University
Email: bmichael@fairmontstate.edu
Title: professor of Health and Physical Education
Address1: 1354 Hagans Road
Address2:
City/State/Zip: Maidsville, WV 26541
Role: Parent-Family
Posted: 2007-02-12 11:58:10
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

It would be a travesty to reduce the availability of Physical Education in the WV public school system any more than it already is. If anything our children need MORE exposure to health, physical education and physical activity than ever before and especially in the elementary grades where we KNOW that lifelong health behaviors are rooted. If the opportunity to learn and participate in PE and Health are removed during this critical developmental time period (K-4/elementary years), it is far MORE than unlikely that any later life-long adoption of physical activity will occur.

In recognizing that West Virginians are at the top of too many "unhealthy" national lists, we should be getting more progressive in promoting strategies for the improved health and well-being of West Virginians. This action could effectively seal the fate of the downward spiralling health crisis we find our children in our WV children in today. Someone must start planning ahead for the future of WV's!!!!

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Wednesday, February 14, 2007 12:38 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-11 19:09:04)

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

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 7:27 PM
To: Rick Deem
Subject: FW: Comment Received for Policy 2520.55 (2007-02-11 19:09:04)

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

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

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Sunday, February 11, 2007 7:09 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-11 19:09:04)

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Comment Received for Policy 2520.55

#

Name: David Robertson
Organization: Marshall University
Email: robertsond@marshall.edu
Title: Assistant Professor
Address1: Gullickson Hall 104B
Address2: One John Marshall Drive
City/State/Zip: Huntington, WV 25755-2450
Role: Teacher
Posted: 2007-02-11 19:09:04
Posted from IP: 206.212.18.38

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

"All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives."

I understand the need for ALL students to be healthy. I also appreciate that students need to know how to be healthy throughout the life span. What I struggle with is the above listed statement preceding each standard. Is this curriculum for the PreK-4 classroom to be taught by the classroom teacher? Or is this curriculum to be taught by physical education and health specialists? These standards are far more important than having them taught one or two days a week by the regular classroom teacher. At the developmental stages concerning these standards, PreK-4, students need to be taught by physical education and health specialists everyday, not every 2 days by any teacher, regular or specialist. I can not support this measure because it does not provide students with daily physical education and health taught by a person who is certified to teach physical education and health. I am afraid that regular classroom teachers will be expected to teach these standards and someone w!

I will travel around the county and administer the FITNESSGRAM once or twice a year. I also fear that recess, which should be used in conjunction with physical education everyday, will be substituted for physical education. These content standards and objectives are specific to physical education and health and as such should be taught by physical education and health specialists.

Exercise and recreation are as necessary as reading.
I will rather say more necessary, because health is worth more than learning.

-----Thomas Jefferson-----

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 9:51 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 09:50:51)

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Comment Received for Policy 2520.55

Name: Stanley Moore
Organization: Fairmont State University
Email: wmoore@fairmontstate.edu
Title: university student
Address1: 1 Upland Drive
Address2:
City/State/Zip: Fairmont, WV 26554
Role: Community Member
Posted: 2007-02-12 09:50:51
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

To whom this may concern,
As a student in the field of physical education I am concerned with the terms for the proposed policy 2520.55. My concern is that if school boards are not holding physical education instructors responsible for learning, will the programs decline in quality? The time period from kindergarten to fourth grade is a very vital period of learning and if not enough adequate attention is devoted towards physical education standards as in other subjects then those fundamental skills will be lost.

Comments for section 126-44T-2 Purpose

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

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

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

Brenda Freed

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 11:52 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.55 (2007-02-12 11:51:53)

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Comment Received for Policy 2520.55

#

Name: Holly Shaffer
Organization: Fairmont State University
Email: hshaffer3@fairmontstate.edu
Title: student
Address1: 1011 Bryant Street
Address2:
City/State/Zip: Fairmont, WV 26554
Role: Community Member
Posted: 2007-02-12 11:51:53
Posted from IP: 129.71.73.254

Comments for section 126-44T-1 General

Comments for section 126-44T-2 Purpose

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

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

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

Obesity is already a devistating problem in the state of West Virginia. By taking away physical education on a weekly basis in the school system, not only would that increase the problem of obesity but it would also cause other health related problems. If anything I believe we need more exposure to health related issues to make more students, parents and other cummunity partnership members aware of the problem and ways on how to correct it. Cutting these programs are not the answer. The answer is keeping the programs and adding more. If not for us but for the students of today, tomorrow and the future for a healthier West Virginia and nation.

Brenda Freed

From: Rick Deem [rddeem@access.k12.wv.us]
Sent: Sunday, March 18, 2007 12:34 PM
To: 'Brenda Freed'
Subject: FW: Comment Received for Policy 2520.55 (2007-02-05 20:20:25)

Comment Received for Policy 2520.55

#

Name: Dennis Mickey
Organization: Mineral County Schools
Email: demickey2002@yahoo.com
Title: Health/Physical Education 5-8
Address1: p.o. box 642
Address2:
City/State/Zip: ridgeley, wv 26753
Role: Teacher
Posted: 2007-02-05 20:20:25
Posted from IP: 207.255.214.80

Comments for section 126-44T-1 General

A great policy only if implemented by a certified Health and Physical Education Teacher. I have witnessed first-hand what occurs when elementary classroom teachers attempt to plan and implement Physical Education and Health lessons-nothing. It is nothing more than recess, no structure, no learning, just dodgeball, wiffleball and kickball.

I recently assumed responsibility of our 5th grade Physical Education classes which were being taught by the classroom teachers. Not because of lack of effort but because lack of training, it was a struggle for the 5th grade teachers. Classes were unorganized, the curriculum repetitive and little of the national standards were being reinforced. Since assuming this responsibility the 5th grade staff has commented on how much the program has improved. We need to make strides forward in Health and Physical Education not backwards.

Our young people are spending an enormous amount of time "consumed by technology". Sedentary time on cell phones, video games, televisions and computers. Offering a curriculum that includes a wide variety of activities that reinforces positive activity choices enhances our students well-being and academic performance. Please consider this when adopting a new policy. Keep out certified Health and Physical Education programs strong by allowing adequately trained teachers to do their jobs.

Comments for section 126-44T-2 Purpose

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

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

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