# West Virginia Department of Education

# West Virginia Board of Education Policy 2520.55

21<sup>st</sup> Century Wellness PreK-4 Content Standards and Objectives for West Virginia Schools

Steven L. Paine State Superintendent

### **Foreword**

A 21<sup>st</sup> century wellness curriculum is an increasingly important component in the development learners prepared for success in the 21<sup>st</sup> century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.55., 21<sup>st</sup> Century Wellness PreK-4 Content Standards and Objectives for West Virginia Schools. The West Virginia Wellness Standards for 21<sup>st</sup> Century Learning includes 21<sup>st</sup> century content standards and objectives as well as 21<sup>st</sup> century standards and objectives for learning skills and technology tools. This broadened scope of wellness curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21<sup>st</sup> century content, 21<sup>st</sup> century learning skills and the use of 21<sup>st</sup> century technology tools.

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

In combination, the use of learning standards, instructional objectives and performance descriptors become a comprehensive guide for delivering a rigorous and relevant 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 21<sup>st</sup> century.

Steven L. Paine State Superintendent of Schools

# **Explanation of Terms**

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

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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 Are	as	
	WE	Wellness
Other Abbre	eviations	
	PD	Performance Descriptors
	O	Objective
	S	Standard (Content Standard

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 lifelong 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 Virgin ia 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 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: \$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."

Pre-K	Wellness				
Standard:1	Wellness Pr	romotion and Disease Prevention (	WE.S1)		
(WE.S1)	Students wi	ll comprehend and demonstrate co	oncepts related to wellness promot	ion and disease prevention that ap	ply to daily living experiences.
Performance Descri	riptors WE.S1				
Distinguis	hed	Above Mastery	Mastery	Partial Mastery	Novice
Pre-Kindergarten performing distinguished level with others prop hygiene routines a self-help tasks	er personal	Pre-Kindergarten students performing at the above mastery level will: demonstrate proper personal hygiene routines and perform self-help tasks	Pre-Kindergarten students performing at the mastery level will: demonstrate, as modeled by teacher, proper personal hygiene routines and perform self-help tasks	Pre-Kindergarten students performing at the partial mastery level will with encouragement and teacher modeling: demonstrate proper personal hygiene routines and perform self-help tasks	Pre-Kindergarten students performing at the novice level will with guidance and assistance: demonstrate proper personal hygiene routines and perform self-help tasks
Objectives	Students will				
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 se	lf-help tasks (e.g. feeding, bathing,	toileting, and dressing oneself).		

Pre-K	Wellness				
Standard:2	Wellness In	formation and Services (WE.S.2)			
WE.S.2)		•	ss valid wellness information and	health-promoting products and s	ervices that apply to daily living
	experiences	3.			
Performance Descri	riptors WE.S.	2			
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Distinguished  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.
Objectives	Students wil	11			
WE.PK.2.01	identify sch	identify school and community helpers(e.g., teacher, policeman, school nurse, dentist, eye doctor).			
WE.PK.2.02	identify unh	ealthy household products and rec	cognize "unhealthy" symbols.	·	·

Pre-K	Wellness				
Standard: 3	Wellness B	ehaviors (WE.S.3)			
(WE.S.3)	Students wi	ill demonstrate the ability to pract	ice wellness behaviors and reduce	health risks that apply to daily live	ing experiences.
Performance Desc	riptors WE.S.	3			
Distinguis	hed	Above Mastery	Mastery	Partial Mastery	Novice
Pre-Kindergarten performing at the distinguished leve with others: safety and proper clothin for various weathe and activities.	then students the performing at the above evel will share mastery level will: describe fety procedures safety procedures and proper thing to wear clothing to wear for various		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.
Objectives	Students will				
WE.PK.3.01	name safety procedures (e.g., street crossing, fire drills).				
WE.PK.3.02	name prope	r clothing to wear for various wea	ther conditions and various activit	ties.	

Pre-K	Wellness						
Standard:4	Responsible	e Personal and Social Behaviors (V	WE.S.4)				
(WE.S.4)	Students wi	ill name ways that cultural, media	and other factors influence decision	ons that apply to daily living exper	riences.		
Performance Desc	riptors WE.S.	4					
Distinguis	shed	Above Mastery	Mastery	Partial Mastery	Novice		
Pre-K students per	rforming at	Pre-K students performing at	Pre-K students performing at	Pre-K students performing at	Pre-K students performing at		
the distinguished l		the above mastery level will:	the mastery level will: name	the partial mastery level will	the novice level will with		
share with others:	unsafe	describe unsafe situations and	unsafe situations and favorite	with encouragement: name	guidance and assistance:		
situations and favo	orite food	favorite foods.	foods.	unsafe situations and favorite	name unsafe situations and		
choices.				foods.	favorite foods.		
Objectives	Students wi	Students will					
WE.PK.4.01	name unsafe situations. (e.g. touching, running away and unsafe play).						
WE.PK.4.02	name favori	name favorite foods (e.g. selected from Food Guide Pyramid for Children or similar resources) and select those that are healthy.					
Pre-K	Wellness						

Standard:5	Movement Forms and Motor Skill Development(WE.S.5)						
(WE.S. 5)	Students w	Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities that apply to daily living					
	experiences	s.					
Performance Descri	riptors WE.S.	5					
Distinguis	hed	Above Mastery	Mastery	Partial Mastery	Novice		
Pre-Kindergarten performing at the d level will model fo proper technique participating in a practicing a variety movements; contro muscles in hands; eye-hand movemen	or others the es while: active play; of creative olling small coordinating it.	Pre-Kindergarten students performing at the above mastery level will apply and implement proper techniques while participating in active play; practicing a variety of creative movements; controlling small muscles in hands; coordinating eye-hand movement.	Pre-Kindergarten students performing at the mastery level will participate in active play; practice a variety of creative movements; control small muscles in hands; coordinate eye-hand movement.	Pre-Kindergarten students performing at the partial mastery level will need guidance to participate in active play; practice a variety of creative movements; control small muscles in hands; coordinate eye-hand movement.	Pre-Kindergarten students performing at the novice level will need teacher or peer assistance and guidance to participate in active play; practice a variety of creative movements; control small muscles in hands; coordinate eye-hand movement.		
Objectives	Students wil	11					
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 sma	control small muscles in hands.					
WE.PK.5.04	coordinate e	eye-hand movement.					

Pre-K	Wellness				
Standard:6	Developme	nt of Motor Skills (WE.S.6)			
(WE.S. 6)	Students wi	ll: apply concepts and principles oriences.	of human movement to the develo	pment of motor skills and learning	of new skills that apply to daily
Performance Descri	riptors WE.S.	5			
Distinguis	hed	Above Mastery	Mastery	Partial Mastery	Novice
distinguished le		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.
Objectives	Students wi	11			
WE.PK.6.01	incorporate a variety of manipulatives and activities in play (e.g., bean bags, hoops, balls).				
WE.PK.6.02	mirror move	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 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: §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."

Kindergarten	Wellness

Standard:1	Wellness Promotion and Disease Prevention (WE.S1)							
(WE.S1)		Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.						
Performance Desc	criptors WE.S1							
Distinguis	shed	Above Mastery	Mastery	Partial Mastery	Novice			
Kindergarten stud	lents	Kindergarten students	Kindergarten students	Kindergarten students	Kindergarten students			
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice level			
distinguished leve		mastery level will: identify	level will: identify sensory	mastery level will with	will with guidance and			
with others: reaso	ns for	and describe sensory organs;	organs; identify proper	encouragement: identify	assistance: identify sensory			
with others: reasons for practicing personal hygiene skills; identifying and describing sensory organs; identifying and describing characteristics of healthy foods; identifying and describing different feelings; explaining why tobacco is a harmful substance and body responses to physical activities		identify and describe proper personal hygiene skills; identify and describe characteristics of healthy foods; identify and describe different feelings; explain why tobacco is a harmful substance and describe body responses to physical activities	personal hygiene skills; identify characteristics of healthy foods; identify different feelings; identify why tobacco is a harmful substance and recognize body responses to physical activities	sensory organs; identify proper personal hygiene skills; identify characteristics of healthy foods; identify different feelings; identify why tobacco is a harmful substance and recognize body responses to physical activities	organs; identify proper personal hygiene skills; identify characteristics of healthy foods; identify different feelings; identify why tobacco is a harmful substance and recognize body responses to physical activities			
Objectives	Students wi	11						
WE.K.1.01	identify and	l 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 be	ody responses to physical activitie	s (e.g., increased heart rate, faster	breathing, sweating).				
WE.K.1.06	label/identit							

Kindergarten	Wellness	Wellness				
Standard:2	Wellness Information and Services (WE.S.2)					
( 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 stude	ents	Kindergarten students	Kindergarten students	Kindergarten students	Kindergarten students
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice level
distinguished level	will:	mastery level will: verbally	level will: identify sources of	mastery level will with	will with guidance and
specify sources of l	help in	list sources of help in school	help in school and community	encouragement: identify	assistance: identify sources of
school and commu	nity who	and community who can be of	who can be of assistance	sources of help in school and	help in school and community
can be of assistance	e when one	assistance when one is	when one is exposed to	community who can be of	who can be of assistance
is exposed to dange	erous	exposed to dangerous	dangerous substances;	assistance when one is	when one is exposed to
substances; explain		substances; explain and	demonstrate the use of 9-1-1;	exposed to dangerous	dangerous substances;
for others the use o		demonstrate the use of 9-1-1;	recall healthy and unhealthy	substances; demonstrate the	demonstrate the use of 9-1-1;
categorize healthy	and	identify healthy and unhealthy	household products; and	use of 9-1-1; recall healthy	recall healthy and unhealthy
unhealthy househo		household products; and list	identify health care resource	and unhealthy household	household products; and
products; and class	•	health care resource persons.	persons.	products; and identify health	identify health care resource
locate health care re	esource			care resource persons.	persons.
persons.					
Objectives	Students wi				
WE.K.2.01	identify healthcare/safety professionals (e.g., teachers, policemen, school nurses, dentists, doctors).				
WE.K.2.02	demonstrate	demonstrate how to call 9-1-1.			

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

identify healthy and unhealthy household products and recognize "unhealthy" symbols (e.g., Mr. Yuck, skull and crossbones).

WE.K.2.03

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; and classify actions that might lead to accidents or dangerous situations at school or in the community: assist others on identifying physical activities outside of school that enhance health: and the need for rest and exercise.

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 explain the need for rest and exercise.

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.

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.

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.

Objectives	Students will
WE.K.3.01	identify proper clothing to wear for different weather conditions and activities.
WE.K.3.02	describe safety equipment used during play (e.g., helmets, knee, elbow pads).
WE.K.3.03	demonstrate safety procedures (e.g., street crossing, fire drills).
WE.K.3.04	explain why drugs and medicines should be avoided without supervised use.
WE.K.3.05	identify unsafe actions that might lead to injuries.
WE.K.3.06	describe and participate in physical activities outside of school that enhance health.
WE.K.3.07	explain the need for proper rest and exercise.

Kindergarten	Wellness	Wellness					
Standard:4	Responsible	Responsible Personal and Social Behaviors (WE.S.4)					
(WE.S.4)	Students will name ways that cultural, media and other factors influence decisions in daily living experiences.						
Performance Descriptors WE.S.4							
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice		

Kindergarten stude	ents	Kindergarten students	Kindergarten students	Kindergarten students	Kindergarten students
performing at the distinguished level will share with others: appropriate communication, decision		performing at the above mastery level will: describe appropriate communication, decision making skills and	performing at the mastery level will: display appropriate communication and decision making skills; demonstrate	performing at the partial mastery level will with encouragement: display appropriate communication	performing at the novice level will with guidance and assistance: display appropriate communication and decision
making skills and a interactions.	appropriate	appropriate interactions with others.	appropriate interactions with others.	and decision making skills; demonstrate appropriate interactions with others.	making skills; demonstrate appropriate interactions with others.
Objectives Students will		11		interactions with others.	others.
WE.K.4.01	K.4.01 display appropriate communication and decision making skills (e.g. follow class rules, safety practices).		rules, safety practices).		
WE.K.4.02	demonstrate	e appropriate interactions with other	ers (e.g. partners, small groups and	l large groups).	

Kindergarten	Wellness							
Standard:5		Movement Forms (WE.S.5)						
(WE.S. 5)			novement forms that enhance phys	ical development that apply to dai	ly living experiences.			
Performance Des	Performance Descriptors WE.S.5							
Distingui	shed	Above Mastery	Mastery	Partial Mastery	Novice			
Kindergarten stud	dents	Kindergarten students	Kindergarten students	Kindergarten students	Kindergarten students			
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice level			
distinguished leve		mastery level will use proper	level will use at least two	mastery level will use at least	will use at least one element			
as a model for oth		technique while performing:	elements of proper technique	one element of proper	of proper technique and need			
performing: loco		locomotor movements of	while performing: locomotor	technique and need	assistance while performing:			
movements of rur	<i>C</i> /	running, hopping, jumping,	movements of running,	encouragement and guidance	locomotor movements of			
hopping, jumping		galloping, and sliding;	hopping, jumping, galloping,	while performing: locomotor	running, hopping, jumping,			
and sliding; making		making wide, narrow, round,	and sliding; making wide,	movements of running,	galloping, and sliding; making			
narrow, round, an		and twisted body shapes;	narrow, round, and twisted	hopping, jumping, galloping,	wide, narrow, round, and			
body shapes; mov high, medium, an		moving body at high, medium, and low levels;	body shapes; moving body at high, medium, and low levels;	and sliding; making wide, narrow, round, and twisted	twisted body shapes; moving body at high, medium, and			
transferring weig		transferring weight to the	transferring weight to the	body shapes; moving body at	low levels; transferring			
hands; balancing		hands; balancing on different	hands; balancing on different	high, medium, and low levels;	weight to the hands; balancing			
body parts; travel		body parts; traveling in	body parts; traveling in	transferring weight to the	on different body parts;			
straight, curved, a		straight, curved, and zigzag	straight, curved, and zigzag	hands; balancing on different	traveling in straight, curved,			
pathways; travelin		pathways; traveling to the	pathways; traveling to the	body parts; traveling in	and zigzag pathways;			
beat of even and	-	beat of even and uneven	beat of even and uneven	straight, curved, and zigzag	traveling to the beat of even			
rhythms; and eng		rhythms; and engaging in	rhythms; and engaging in	pathways; traveling to the	and uneven rhythms; and			
movements that p		movements that promote	movements that promote	beat of even and uneven	engaging in movements that			
cross lateral deve		cross lateral development.	cross lateral development.	rhythms; and engaging in	promote cross lateral			
	_	_	_	movements that promote	development.			
				cross lateral development.				
Objectives	Students wi							
WE.K.5.01			body and spatial awareness (e.g., b		ctionality, 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		aight, curved, and zigzag pathway						
WE.K.5.08		beat of even and uneven rhythms						
WE.K.5.09	perform mo	vements that promote cross lateral	l development.	perform movements that promote cross lateral development.				

Kindergarten	Wellness
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Standard:6	Developme	nt of Motor Skills (WE.S.6)				
(WE.S.6)	Students w	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 expe	riences.				
Performance Desc	riptors WE.S.	6				
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice	
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 concepts of personal 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 concepts of personal and general space; identify one's relationship with an object or a person.	Kindergarten students performing at the novice level will need assistance to: distinguish between a run, hop, jump, gallop, and slide; recognize basic movement concepts of personal and general space; identify one's relationship with an object or a person.	
Objectives	Students will					
WE.K.6.01	distinguish between a run, hop, jump, gallop, and slide.					
WE.K.6.02	apply basic	apply basic movement concepts of self and shared space.				
WE.K.6.03	identify one	s's relationship (e.g., in, out, over,	under, and through) with an object	ct 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 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: §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."

Grade 1	Wellness					
Standard:1	Wellness Promotion and Disease Prevention (WE.S.01)					
(WE.S.1)	Students wi	Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.				
Performance Descr	iptors WE.S.	1				
Distinguish	ned	Above Mastery	Mastery	Partial Mastery	Novice	
First grade students	S	First grade students	First grade students	First grade students	First grade students	
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice level	
distinguished level	will relate	mastery level will give	level will: recite the effects on	mastery level will with	will with guidance and	
to their world while	<b>:</b> :	examples when: describing	the body of healthful and less	encouragement: recite the	assistance: recite the effects	
describing the effect		the effects on the body of	healthful foods; verbally list	effects on the body of	on the body of healthful and	
body of healthful a	nd less	healthful and less healthful	ways to keep germs out of	healthful and less healthful	less healthful foods; verbally	
healthful foods; ver	bally	foods; verbally explaining	one's body; identify the need	foods; verbally list ways to	list ways to keep germs out of	
explaining ways to	keep	ways to keep germs out of	for medical checkups and	keep germs out of one's body;	one's body; identify the need	
germs out of one's		one's body; examining the	other health-care procedures;	identify the need for medical	for medical checkups and	
examining the need	for	need for medical checkups	and identify the dangers of	checkups and other health-	other health-care procedures;	
medical checkups a	nd other	and other health-care	playing with sharp objects and	care procedures; and identify	and identify the dangers of	
health-care procedu	ires;	procedures; explaining the	being in contact with body	the dangers of playing with	playing with sharp objects and	
explaining the dang	gers of	dangers of playing with sharp	fluids; identify and participate	sharp objects and being in	being in contact with body	
playing with sharp	objects	objects and being in contact	in appropriate physical	contact with body fluids;	fluids; identify and participate	
and being in contact with with body		with body fluids; identifying	activities during recess and	identify and participate in	in appropriate physical	
body fluids; identifying and		and participating in	outside of school.	appropriate physical activities	activities during recess and	
participating in app	ropriate	appropriate physical activities		during recess and outside of	outside of school.	
physical activities of	luring	during recess and outside of		school.		
recess and outside of	of school.	school.				
Objectives	Students wil	11				

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.

Grade 1	Wellness					
Standard:2	Wellness I	Wellness Information and Services (WE.S.2)				
(WE.S.2)	Students wi	ll demonstrate the ability to access	s valid wellness information, produ	ucts and services that apply to dail	y living experiences.	
Performance Desc	riptors WE.S.	2				
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice	
Distinguished  First grade students performing at the distinguished level will: verbally list and locate safety helpers to contact for different problems; discuss and demonstrate when and how to use 9-1-1; and identify, classify, and label harmful household products.		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.	
Objectives	Students will					
WE.1.2.01	identify which "safety" helpers (e.g., police and teachers) to contact for different problems.					
WE.1.2.02	demonstrate	demonstrate when and how to use 9-1-1.				
WE.1.2.03	classify hou	sehold products (e.g., harmful, safe	e).			

Grade 1	Wellness					
Standard: 3	Wellness Behaviors (WE.S.3)					
(WE.S.3)	Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.					
Performance Descri	Performance Descriptors WE.S.3					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice	

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; identify and demonstrate personal activities that can keep the home, school and neighborhood pollution-free.

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

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 selfcare/safety procedures; identify escape routes at home and school; and recall and follow safety rules for taking medicine; identify personal activities that can keep the home, school and neighborhood pollution-free: identify personal activities that can keep the home, school and neighborhood pollution-free.

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 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.

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 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.

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

Grade 1	Wellness						
Standard:4	Responsible	e Personal and Social Behaviors (V	WE.S.4)				
(WE.S.4)	Students w	Students will name ways that cultural, media and other factors influence decisions in daily living experiences.					
Performance Des	criptors WE.S.	4					
Distingui	shed	Above Mastery	Mastery	Partial Mastery	Novice		
First grade studen	its	First grade students	First grade students	First grade students	First grade students		
performing at the distinguished leve analyze family sin and differences an family structures	el will: milarities nd how change;	performing at the above mastery level will: give examples of family similarities and differences and how family structures	performing at the mastery level will: describe family similarities and differences and how family structures change; discuss differences	performing at the partial mastery level will with encouragement: describe family similarities and differences and how family	performing at the novice level will with guidance and assistance: describe family similarities and differences and how family structures		
categorize differences and their impact on role expectations; evaluate the importance of regular exercise		change; explain differences and their impact on role expectations; describe the importance of regular exercise (play) in a world of increasing	and their impact on role expectations; explain the importance of regular exercise (play) in a world of increasing technology; and cite exa mples	structures change; discuss differences and their impact on role expectations; explain the importance of regular exercise (play) in a world of	change; discuss differences and their impact on role expectations; explain the importance of regular exercise (play) in a world of increasing		
(play) in a world of technology; and s television, compu- video games affect health; encourage	pecify how iters and ct personal	technology; and explain how television, computers and video games affect personal health use; describe to others	of how television, computers and video games affect personal health; use "I can" statements when trying new	increasing technology; and cite exa mples of how television, computers and video games affect personal	technology; and cite examples of how television, computers and video games affect personal health; use "I can"		
"I can" statement trying new activit inform of problem	ies and	"I can" statements when trying new activities and problems that require the help	activities and recognize problems that require the help of trusted adults	health; use "I can" statements when trying new activities and recognize problems that	statements when trying new activities and recognize problems that require the help		
require the help of adults.		of trusted adults	or trusted addition	require the help of trusted adults	of trusted adults		
Objectives	Students wi	11					
WE.1.4.01	describe fan	nily similarities, differences and ho	ow family structures change.				
WE.1.4.02	discuss differences in people (physical, gender			le expectations.			
WE.1.4.03	cite examples of how using televisions, compa			ideo games and other technology can affect personal health.			
WE.1.4.04	explore the concepts of responsibility, trust an			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				ke without a helmet, meeting stran	gers, using harmful substances).		
WE.1.4.07	use "I can"	statements when trying new activi	ties.				
WE.1.4.08	recognize p	roblems that require the help of tru	isted adults (e.g., abuse, bullying).				

Grade 1	Wellness					
Standard:5	Movement Forms (WE.S.5)					
(WE.S.5)	Students will demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences.					
Performance Desc			o vernous rouse control project	tar at versprinent mat apprij to dan	y nymg enperionees.	
Distinguis		Above Mastery	Mastery	Partial Mastery	Novice	
First grade studen	ts	First grade students	First grade students	First grade students	First grade students	
performing at the distinguished leve as a model for oth performing locom movements of ski demonstrating dire movements of for backward, sidewa down, left, and rig balancing an object and catching a bal combining locome with pathways and establishing a beg movement vocabut body and spatial a creating expressive sequences.	ers while: otor p and leap; ectional ward, ys, up, ght; et; bouncing l; otor skills d levels; inning ulary for wareness;	performing at the above mastery level will use proper 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.	performing at the mastery level will use at least two elements of proper 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.	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 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 at the novice level will use at least one element of proper technique 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.	
Objectives	Students will					
WE.1.5.01	perform locomotor movements of skip and leap.					
WE.1.5.02	demonstrate directional movements of forward, backward, sideways, up, down, left, and right.					
WE.1.5.03	balance an object (e.g., ball on hand, book on head).					
WE.1.5.04	bounce and catch a ball.					
WE.1.5.05	combine locomotor skills with pathways (e.g., straight, zigzag, and curved) and levels (e.g., high, medium, and low).					
WE.1.5.06	establish a beginning movement vocabulary for body and spatial awareness (e.g., body parts, genera/self-space, directionality, and levels).					
WE.1.5.07	create expressive movement sequences.					

Grade 1	Wellness						
Standard:6	Developme	Development of Motor Skills (WE.S.6)					
(WE.S.6)	Students wi	ill apply concepts and principles o	f human movement to the develop	oment of motor skills and learning	of new skills that apply to daily		
	living exper	riences.					
Performance Desc	riptors WE.S.	6					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice		
First grade student performing at the distinguished level serve as a model for while identifying a leap; performing a identifying direction movements of forwbackward, sideward, sideward, sideward.	l will: or others a skip and a and onal vard,	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.		
Objectives	Students will						
WE.1.6.01	identify a skip and a leap.						
WE.1.6.02	recognize b	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 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: §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."

Grade 2	Wellness					
Standard:1	Wellness Promotion and Disease Prevention Objectives (WE.S.1)					
(WE.S.1)	Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.					
Performance Descri	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 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

Second grade students performing at the above mastery level will: describe the functions of sensory organs; verbally list symptoms of poisoning and how to get help; explain and defend the importance of good dental care and how to demonstrate good dental hygiene: examine situations that promote specific feelings of hurt and develop skills to overcome those feelings; and explain why immunizations and medicines help fight disease; and participate and inform others on physical activity that brings personal enjoyment during recess and/or outside of the school environment

Second grade students performing at the mastery level will: identify the functions of sensory organs; identify symptoms of poisoning and how to get help; explain the importance of good dental care and how to demonstrate good dental hygiene; identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease; participate in two physical activities that bring personal enjoyment during recess and/or outside of the school environment.

Second grade students performing at the partial mastery level will with encouragement: identify the functions of sensory organs; identify symptoms of poisoning and how to get help: explain the importance of good dental care and how to demonstrate good dental hygiene: identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease; participate in a physical activity that brings personal enjoyment during recess and/or outside of the school environment.

Second grade students performing at the novice level will with guidance and assistance: identify the functions of sensory organs; identify symptoms of poisoning and how to get help: explain the importance of good dental care and how to demonstrate good dental hygiene: identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease; participate in a physical activity that brings personal enjoyment during recess and/or outside of the school environment.

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Objectives	Students will						
WE.2.1.01	locate and discuss large muscle groups.						
WE.2.1.02	identify symptoms of poisoning and how to get help.						
WE.2.1.03	explain the importance of good dental care and demonstrate good dental hygiene.						
WE.2.1.04	identify situations (e.g., being excluded from a group, being insulted) that promote specific feelings of hurt and develop skills to overcome those feelings.						
WE 2 1 05	Č						
WE.2.1.05	describe how immunizations and medicines help fight disease.						
WE.2.1.06	participate in two physical activities that bring personal enjoyment during recess and/or outside of the school environment.						

Grade 2	Wellness						
Standard:2	Wellness Ir	Wellness Information and Services (WE.S.2)					
(WE.S.2)	Students wi	Students will demonstrate the ability to access valid wellness information, products and services that apply to daily living experiences.					
Performance Desc	Performance Descriptors WE.S.2						
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice		

Second grade stud	lents	Second grade students	Second grade students	Second grade students	Second grade students
performing at the distinguished level will: inform others about sources of health information and basic first aid.		performing at the above mastery level will: describe sources of health information and: demonstrate basic first aid.	performing at the mastery level will: identify sources of health information; define and demonstrate basic first aid.	performing at the partial mastery level will with encouragement: identify sources of health information; define and demonstrate basic first aid.	performing at the novice level will with guidance and assistance: identify sources of health information; define and demonstrate basic first aid.
Objectives	Students wi	11			
WE.2.2.01	identify sources of health information (e.g., pamphlets, internet, magazine, television, newspaper).				
WE.2.2.02	define and demonstrate basic first aid (e.g., cuts and burns).				

Grade 2	Wellness				
Standard: 3	Wellness B	ehaviors (WE.S.3)			
(WE.S.3)	Students wi	ill demonstrate the ability to practi	ce wellness behaviors and reduce l	health risks that apply to daily livin	ng experiences.
Performance Desc	criptors WE.S.	3			
Distingui	shed	Above Mastery	Mastery	Partial Mastery	Novice
Second grade stud		Second grade students	Second grade students	Second grade students	Second grade students
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice level
distinguished leve	el will:	mastery level will: give	level will: describe behaviors	mastery level will with	will with guidance and
specify behaviors	and habits	examples of behaviors and	and habits that may be	encouragement: describe	assistance: describe behaviors
that may be dange		habits that may be dangerous	dangerous at home, on the	behaviors and habits that may	and habits that may be
home, on the play		at home, on the playground,	playground, or in the	be dangerous at home, on the	dangerous at home, on the
in the community	-	or in the community; justify	community; demonstrate	playground, or in the	playground, or in the
appropriate safety		the use of appropriate safety	knowledge of appropriate	community; demonstrate	community; demonstrate
equipment for rec		skills and equipment for	safety skills and equipment	knowledge of appropriate	knowledge of appropriate
activities; analyze		recreational activities;	for recreational activities;	safety skills and equipment	safety skills and equipment
handling techniqu		illustrate proper food handling	demonstrate proper food	for recreational activities;	for recreational activities;
explains and illus		techniques; and summarizes	handling techniques; and	demonstrate proper food	demonstrate proper food
tobacco and alcoh		how tobacco and alcohol	describe how tobacco and	handling techniques; and	handling techniques; and
one's health; iden	•	harm one's health; identify	alcohol harm one's health;	describe how tobacco and	describe how tobacco and
situations in whic		situations in which he/she	identify situations in which	alcohol harm one's health;	alcohol harm one's health;
needs medicine ar		needs medicine and list rules	he/she needs medicine and list	identify situations in which	identify situations in which
for using medicine		for using medicine in safe	rules for using medicine in	he/she needs medicine and list	he/she needs medicine and list
ways; discuss how		ways; discuss how	safe ways; discuss how	rules for using medicine in	rules for using medicine in
community agenc		community agencies work to	community agencies work to	safe ways; discuss how	safe ways; discuss how
prevent and control diseases;		prevent and control diseases;	prevent and control diseases;	community agencies work to	community agencies work to
identify and model the		identify and describe the	identify and discuss the	prevent and control diseases;	prevent and control diseases;
components assoc		components associated with	components associated with	identify and discuss the	identify and discuss the
health-related fitm		health-related fitness; and	health-related fitness; and	components associated with	components associated with
participate in activ	vities to	participate in activities to	participate in activities to	health-related fitness; and	health-related fitness; and
improve fitness.		improve fitness	improve fitness.	participate in activities to	participate in activities to
				improve fitness.	improve fitness.

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

Grade 2	Wellness					
Standard:4	Responsible Personal and Social Behaviors (WE.S.4)					
(WE.S.4)	Students will name ways that cultural, media and other factors influence decisions in daily living experiences.					
Performance Descri	Performance Descriptors WE.S.4					
Distinguis	Distinguished Above Mastery Mastery Partial Mastery Novice					

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 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 anad 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.

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 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.

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 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.

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 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.

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 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.

	immi mum
Objectives	Students will
WE.2.4.01	explain the relationship between where people live and the foods they eat.
WE.2.4.02	record eating and exercise habits and discuss positive and negative health behaviors.
WE.2.4.03	work with a family member to plan a healthy family meal.
WE.2.4.04	recognize that individuals with different cultural backgrounds may influence health practices 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).

Standards   Movement Forms (WE.S.5)	Grade 2	Physical E	ducation				
Distinguished  Above Mastery  Baseond 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.  Distinguished  Above Mastery  Mastery  Partial Mastery  Second grade students performing at the above 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.  Distinguished  Above Mastery  Bacond grade students performing at the above 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.  Dispectives  Students will  WE.2.5.01  Combine walking with hopping, jumping, galloping, sliding, and skipping.  WE.2.5.02  Students will  Above Mastery  Second grade students performing at the mastery novel will use at least two elements of proper technique while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.  Objectives  Students will  Second grade students perfo	Standard:5	Movement	Forms (WE.S.5)				
Second grade students performing at the above mastery level will use proper as a model for others while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, 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.    Mastery   Second grade students performing at the mastery level will use at least two element of proper technique and need while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.    Objectives   Students will   Second grade students performing at the novice level will use at least two element of proper technique and need while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.    Objectives   Students will   Second grade students performing at the partial mastery level will use at least two elements of proper technique and need emorute technique and need while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.    Objectives   Students will   Second grade students   Second grade students   Performing at the partial mastery level will use at least two element of proper technique while: combining walkin	(WE.S.5)	Students will demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences.					
Second grade students performing at the above distinguished level will serve as a model for others while: combining walking with hopping, jumping, salloping, sliding, and skipping; jumping adlanding 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 performing at the mastery performing at the mastery performing at the mastery performing at the partial mastery level will use at least two elements of proper technique while: combining walking with hopping, jumping, salloping, 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 performing at the mastery master two elements of proper technique while: combining walking with hopping, jumping, salloping, 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 master two master two elements 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 mastery level will use at least teats to element of proper technique while: combin							
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, 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.    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, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.    objectives	Distinguis	hed	Above Mastery	Mastery	Partial Mastery	Novice	
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 comb ine balance, transfer of weight, and rolling movements in a repeatable sequence.	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		performing at the above mastery level will use proper technique while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.	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	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	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	
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 comb ine balance, transfer of weight, and rolling movements in a repeatable sequence.							
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 comb ine balance, transfer of weight, and rolling movements in a repeatable sequence.							
WE.2.5.04 practice chasing, fleeing, and evading in a variety of physical activities.  WE.2.5.05 comb ine balance, transfer of weight, and rolling movements in a repeatable sequence.							
WE.2.5.05 comb ine balance, transfer of weight, and rolling movements in a repeatable sequence.		v vi					
		comb ine bal	lance, transfer of weight, and rolling	ng movements in a repeatable sequ	ience.		
WE.2.5.06 perform dance sequences to music.	WE.2.5.06	perform dan	ice sequences to music.				

**Physical Education** 

Grade 2

Standard:6 (WE.S.6)		nt of Motor Skills (WE.S.6)	f human movement to the develor	oment of motor skills and learning	of new skills that apply to dail		
(WE.D.0)		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 Des							
Distinguished	eriptors WE.S.	Above Mastery	Mastery	Partial Mastery	Novice		
Second grade stu	dents	Second grade students	Second grade students	Second grade students	Second grade students		
performing at the	<b>;</b>	performing at the above	performing at the mastery	performing at the partial	performing at the novice leve		
distinguished lev	el will serve	mastery level will: identify,	level will: identify and	mastery level will need	will need assistance to:		
as a model for ot	hers while:	demonstrate, and assist others	demonstrate directional	encouragement and guidance	identify and demonstrate		
identifying and d	emonstrating	in directional movements of	movements of left and right;	to: identify and demonstrate	directional movements of left		
directional move	ments of left	left and right; identify one	identify one critical element	directional movements of left	and right; identify one critica		
and right; identif	ying one	critical element or component	or component of balancing,	and right; identify one critical	element or component of		
critical element o	•	of balancing, transferring	transferring weight and	element or component of	balancing, transferring weigh		
of balancing, trai	-	weight and rolling; use space,	rolling; use space, effort, and	balancing, transferring weight	and rolling; use space, effort,		
weight and rollin	· ·	effort, and time to	time to intentionally modify a	and rolling; use space, effort,	and time to intentionally		
space, effort, and		intentionally modify a run,	run, jump, gallop, skip and	and time to intentionally	modify a run, jump, gallop,		
intentionally mod	•	jump, gallop, skip and slide.	slide.	modify a run, jump, gallop,	skip and slide.		
jump, gallop, ski				skip and slide.			
Objectives		Students will					
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, e	ffort, and time to intentionally mo-	dify a run, jump, gallop, skip and s	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 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: §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."

Grade 3	Wellness						
Standard:1	Wellness Promotion and Disease Prevention Objectives (WE.S.01)						
(WE.S.01)	Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.						
Performance Descri	riptors WE.S.0	)1					
Distinguis	Distinguished Above Mastery Mastery Partial Mastery Novice						
Third grade studer performing at the	nts	Third grade students performing at the above	Third grade students performing at the mastery	Third grade students performing at the partial	Third grade students performing at the novice level		
	will:	mastery level will: identify	level will: identify functions	mastery level will with	will with guidance and		
distinguished level will: analyze and explain functions of the sensory organs and digestive systems; define ways to prevent the spread of disease; explain and assist others with the components of fitness, including the food pyramid and different kinds of fitness and assist others with selecting and logging physical activity in addition to		functions of the sensory organs and digestive systems; list ways to prevent the spread of disease; inform others on the components of fitness, including the food pyramid and different kinds of fitness and discuss selections for physical activity log in addition to physical education class that brings personal enjoyment.	of the digestive, muscular and skeletal systems; summarize ways to prevent the spread of disease; log physical activity outside of school; explain the benefits of fitness and demonstrate an activity for each.	encouragement: identify functions of the digestive, muscular and skeletal systems; summarize ways to prevent the spread of disease; log physical activity outside of school; explain the benefits of fitness and demonstrate an activity for each.	assistance: identify functions of the digestive, muscular and skeletal systems; summarize ways to prevent the spread of disease; log physical activity outside of school; explain the benefits of fitness and demonstrate an activity for each.		
brings personal en	Students wil	1					
WE.3.1.01	describe the major organs and functions of the body systems.						
WE.3.1.02	summarize ways to prevent the spread of germs.						
WE.3.1.03	select and log physical activity in addition to physical education class that brings personal enjoyment.						
WE.3.1.04	_	benefits of different kinds of f and demonstrate exercises/activity	=	urance, muscular strength and e	ndurance, flexibility, and body		

Grade 3	Wellness						
Standard:2	Wellness Information and Services (WE.S.2)						
(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		Above Mastery	Mastery	I	Partial Mastery		Novice

Third grade studen	nts	Third grade students	Third grade students	Third grade students	Third grade students
performing at the		performing at the	performing at the mastery	performing at the partial	performing at the novice level
distinguished level	will:	distinguished level will:	level will: recognize	mastery level will with	will with guidance and
analyze appropriate	e and	analyze appropriate and	appropriate and inappropriate	encouragement: recognize	assistance: recognize
inappropriate source		inappropriate sources of	sources of health information	appropriate and inappropriate	appropriate and inappropriate
health information		health information and	and products such as	sources of health information	sources of health information
products such as m	·	products such as medicines;	medicines; name people in the	and products such as	and products such as
independently iden	• 1 1	independently identify people	community who promote	medicines; name people in the	medicines; name people in the
in the community v		in the community who	health; recognize basic first	community who promote	community who promote
promote health; de		promote health; demonstrate	aid; and recognize how to	health; recognize basic first	health; recognize basic first
basic first aid; and		basic first aid; and	place a 9-1-1 call.	aid; and recognize how to	aid; and recognize how to
demonstrate how to	o place a 9-	demonstrate how to place a 9-		place a 9-1-1 call.	place a 9-1-1 call.
1-1 call.		1-1 call.			
Objectives	Students will				
WE.3.2.01	construct and display (at home) information needed to place an accurate and efficient call to 9-1-1.				
WE.3.2.02	demonstrate basic first aid procedures.				
WE.3.2.03	discuss OTO	C and prescription medication with	n their appropriate and inappropria	te uses.	

Grade 3	Wellness					
Standard: 3	Wellness Behaviors (W.S.3)					
(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 moderateto-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 moderateto-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 moderateto-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 moderateto-vigorous in intensity; a procedure for monitoring heart rate; levels on the Physical Activity Pyramid; respond appropriately in physical activity settings.

Objectives	Students will
WE.3.3.01	select and explain the need of appropriate protective gear for self and others (e.g., seat belts, helmets, goggles, gloves, sunscreen).
WE.3.3.02	discuss and practice personal responsibility for one's own hygiene (deodorant, bathing, change of clothes).
WE.3.3.03	discuss possible risky health situations at home, in school, and in the community.
WE.3.3.04	model ways to reduce stres s.
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).

Grade 3	Wellness						
Standard:4	Responsible	Responsible Personal and Social Behaviors (W E.S.4)					
(WE.S.4)	Students will name ways that cultural, media and other factors influence decisions in daily living experiences.						
Performance Descriptors WE.S.4							
Distinguished		Above Mastery	Mastery	Partial Mastery	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 communicate wants and needs: setting and determining steps to achieve a goal; assessing factors that contribute to achieving and maintaining a healthy body.

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 steps to achieve a goal: inform others on factors that contribute to achieving and maintaining a healthy body.

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 factors that contribute to achieving and maintaining a healthy body.

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 needs; set a goal; assess factors that contribute to achieving and maintaining a healthy body.

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 needs; set a goal; assess factors that contribute to achieving and maintaining a healthy body.

mamaming a r	learny body.				
Objectives	Students will				
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.				

Grade 3	Physical Education				
Standard:5	Movement Forms (WE.S.5)				
(WE.S.5)	Students will: demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences.				
Performance Descr	Performance Descriptors WE.S.01				

Distinguis	hed	Above Mastery	Mastery	Partial Mastery	Novice	
Third grade studen	its	Third grade students	Third grade students	Third grade students	Third grade students	
performing at the		performing at the above	performing at the mastery performing at the part		performing at the novice level	
distinguished level	will serve	mastery level will use proper	level will use at least two	mastery level will use at least	will use at least one element	
as a model for othe	rs while:	technique while: throwing an	elements of proper technique	one element of proper	of proper technique and need	
throwing an object	in an	object in an underhand and	while: throwing an object in	technique and need	assistance while: throwing an	
underhand and ove		overhand method; catching a	an underhand and overhand	encouragement and guidance	object in an underhand and	
method; catching a	_	moving object; dribbling a	method; catching a moving	while: throwing an object in	overhand method; catching a	
object; dribbling a		ball with hands from a	object; dribbling a ball with	an underhand and overhand	moving object; dribbling a	
hands from a statio	•	stationary position; kicking to	hands from a stationary	method; catching a moving	ball with hands from a	
position; kicking to	•	a target; demonstrating	position; kicking to a target;	object; dribbling a ball with	stationary position; kicking to	
demonstrating direct		directional movements of	demonstrating directional	hands from a stationary	a target; demonstrating	
movements of cloc		clockwise and	movements of clockwise and	position; kicking to a target;	directional movements of	
counterclockwise;		counterclockwise; jumping to	counterclockwise; jumping to	demonstrating directional	clockwise and	
an established rhyt		an established rhythm;	an established rhythm;	movements of clockwise and	counterclockwise; jumping to	
performing rhythm		performing rhythmic	performing rhythmic	counterclockwise; jumping to	an established rhythm;	
sequences using eq		sequences using equipment;	sequences using equipment;	an established rhythm;	performing rhythmic	
continuously striki		continuously striking an	continuously striking an	performing rhythmic	sequences using equipment;	
object; chasing, fle evading.	eing, and	object; chasing, fleeing, and	object; chasing, fleeing, and	sequences using equipment; continuously striking an	continuously striking an object; chasing, fleeing, and	
evading.		evading.	evading.			
				object; chasing, fleeing, and evading.	evading.	
Objectives	Students wi	11		evading.		
WE.3.5.01		ject in an underhand and overhand	l method.			
WE.3.5.02	catch a mov	ring object.				
WE.3.5.03	dribble a ba	ll with hands from a stationary and	d a moving position.			
WE.3.5.04		ject to a target (e.g. kick, roll, thro				
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	continuousl	y strike an object (e.g., balloon wi	th hand, ball with foot).			
WE.3.5.09	demonstrate	e strategies for chasing, fleeing, an	d evading.			

Grade 3	Physical Education	Physical Education						
Standard:6	Development of Motor Skills							
(WE.S.6)	Students will: apply concepts and priliving experiences.	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 studen	nts	Third grade students	Third grade students	Third grade students	Third grade students	
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice level	
distinguished level	will serve	mastery level will: identify	level will: identify one	mastery level will need	will need assistance to:	
as a model for othe	ers while:	and assist others in	critical element or component	encouragement and guidance	identify one critical element	
identifying one crit	tical	identifying one critical	of the kicking, catching,	to: identify one critical	or component of the kicking,	
element or compor	nent of the	element or component of the	throwing, dribbling with	element or component of the	catching, throwing, dribbling	
kicking, catching, t	throwing,	kicking, catching, throwing,	hands, jumping/landing and	kicking, catching, throwing,	with hands, jumping/landing	
dribbling with han	ds;	dribbling with hands;	striking an object; use specific	dribbling with hands;	and striking an object; use	
jumping/landing ar	nd striking	jumping/landing and striking	feedback to improve	jumping/landing and striking	specific feedback to improve	
an object; using spe	ecific	an object; using specific	performance.	an object; use specific	performance.	
feedback to improv	ve	feedback to improve		feedback to improve		
performance.		performance.		performance.		
Objectives	Students will					
WE.3.6.01	identify one critical element or component of the roll, kick, catch, throw, dribble with hands, jumping/landing and striking an object (e.g., use					
	finger tips to dribble, use both hands when catching).					
WE.3.6.02	use specific	feedback to improve performance	· · · · · · · · · · · · · · · · · · ·			

# Fourth Grade Wellness Content Standards and Objectives

Students in the fourth grade will demonstrate wellness behaviors, practice health-enhancing skills and become advocates for their own personal health. Students will propose wellness strategies to develop independence, self-motivation and critical thinking skills.

Advancements in proficiency of motor skills and movement concepts allow greater exploration of lifetime physical activities. Fourth grade incorporates vigorous activity to enhance physical development, social skills, and fosters participation in enjoyable physical activity outside the classroom. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: §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."

Grade 4	Wellness					
Standard:1	Wellness Pr	Wellness Promotion and Disease Prevention Objectives (WE.S.01)				
(WE.S.01)	Students wi	ll comprehend and demonstrate co	oncepts related to wellness promot	ion and disease prevention that ap	ply to daily living experiences.	
Performance Descr	iptors WE.S.	01				
Distinguish	hed	Above Mastery	Mastery	Partial Mastery	Novice	
Fourth grade stude performing at the distinguished level others in identifyin reduce the risk of c diseases; drug mist exposure to the sur problems common school; major orga functions of the cir respiratory, nervou endocrine systems human body; and r vigorous physical a	will assist g: ways to contagious use/abuse; n; health to their ns and culatory, s, of the noderate to	Fourth grade students performing at the above mastery level will inform others of: ways: to reduce the risk of contagious diseases; drug misuse/abuse; exposure to the sun; health problems common to their school; major organs and functions of the circulatory, respiratory, nervous, endocrine systems of the human body; to participate in moderate to vigorous physical activities.	Fourth grade students performing at the mastery level will: identify ways to reduce the risk of contagious diseases; drug misuse/abuse and exposure to the sun; health problems common to their school; major organs and functions of the circulatory, respiratory, nervous, endocrine systems of the human body, and demonstrate moderate to vigorous physical activities.	Fourth grade students performing at the partial mastery level will with encouragement: identify ways to reduce the risk of contagious diseases; drug misuse/abuse and exposure to the sun; health problems common to their school; major organs and functions of the circulatory, respiratory, nervous, endocrine systems of the human body; and demonstrate moderate to vigorous physical activities.	Fourth grade students performing at the novice level will with guidance and assistance: identify ways to reduce the risk of contagious diseases; drug misuse/abuse and exposure to the sun; health problems common to their school; major organs and functions of the circulatory, respiratory, nervous, endocrine systems of the human body; and demonstrate moderate to vigorous physical activities.	

Objectives	Students will
WE.4.1.01	identify responsible health behaviors to avoid the spread of contagious diseases.
WE.4.1.02	identify health problems that are common in the school setting.
WE.4.1.03	describe major organs of the circulatory, respiratory, nervous, endocrine systems of the human body.
WE.4.1.04	describe the harmful effects of too much sun exposure and what steps can be used to reduce exposure.
WE.4.1.05	cite examples of improper use, misuse and abuse of drugs (e.g. alcohol, tobacco, OTC).
WE.4.1.06	identify and demonstrate at least 3 physical activities of moderate to vigorous intensity that one can do outside of school environment for most if
	not all days of the week.

Grade 4	Wellness				
Standard:2	Wellness Information and Services (WE.S.2)				
(WE.S.2)	Students wi	ll demonstrate the ability to access	s valid wellness information, prod	ucts and services that apply to dail	y living experiences.
Performance Descri	riptors WE.S.	2			
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade stude performing at the distinguished level independently ider community source care, health inform health enhancing a and analyze the va advertised health p	will: atify s for health ation and ctivities; lue 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 health products.	Fourth grade students performing at the novice level will with guidance and assistance: recognize community sources for health care, health information and health enhancing activities; and state the value of advertised health products.
Objectives	Students will				
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).				

Grade 4	Wellness					
Standard: 3	Wellness B	Wellness Behaviors (WE.S.3)				
(WE.S.3)	Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.					
Performance Desc	Performance Descriptors WE.S.3					
Distinguished Above Mastery Mastery Partial Mastery I				Novice		

Fourth grade students performing at the distinguished level will assist others with determining: strengths and weaknesses from the FITNESSGRAM; components of the F.I.T.T. principle, individual differences, use and misuse of drugs, risk-taking behaviors, meeting FITNESSGRAM standards, 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.

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.

Objectives	Students will
WE.4.3.01	discuss the use and misuse of drugs (alcohol, tobacco, caffeine, over-the-counter and prescription drugs).
WE.4.3.02	define risk-taking behaviors (e.g., ATOD, nonuse of protective equipment) and their consequences.
WE.4.3.03	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, 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).

Grade 4	Wellness
Standard:4	Responsible Personal and Social Behaviors (WE.S.4)
(WE.S.4)	Students will name ways that cultural, media and other factors influence decisions in daily living experiences.
Performance Descri	riptors WE.S.4

Distinguish	ned	Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade studer	nts	Fourth grade students	Fourth grade students	Fourth grade students	Fourth grade students
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice level
distinguished level		mastery level will: compare	level will: compare menus	mastery level will with	will with guidance and
others on: comparin	ng and	and contrast menus from	from culturally different	encouragement: compare	assistance: compare menus
contrasting menus f		culturally different	restaurants; provide examples	menus from culturally	from culturally different
culturally different		restaurants; inform others on	of food advertising and their	different restaurants; provide	restaurants; provide examples
restaurants, food ad	lvertising	food advertising and their	influences on personal health;	examples of food advertising	of food advertising and their
and their influences		influences on personal health;	select TV programs that	and their influences on	influences on personal health;
personal health; TV		TV programs that promote	promote healthy family	personal health; select TV	select TV programs that
that promote health		healthy family relationships;	relationships; use technology	programs that promote	promote healthy family
relationships; techn		of technology that examine	to examine benefits of using	healthy family relationships;	relationships; use technology
examine benefits of	_	benefits of using recreational	recreational safety equipment.	use technology to examine	to examine benefits of using
recreational safety	equipment.	safety equipment.		benefits of using recreational	recreational safety equipment.
				safety equipment.	
Objectives	Students wil				
WE.4.4.01	•	nus from culturally different restau			
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,				purposes (e.g., bike riding,
	helmet use).				
WE.4.4.05	Plan a balan	ced meal using proper nutrition gu	iides (e.g., Food Guide Pyramid fo	or Children).	

Grade 4	Wellness				
Standard:5	Movement Forms (WE.S.5)				
(WE.S.5)	Students will: demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences.				
Performance Descri	Performance Descriptors WE.S.5				
Distinguis	Distinguished Above Mastery Mastery Partial Mastery Novice				

Fourth grade students performing at the distinguished level will model for others the following skills: dribble and kick an object while moving; continuously strike an object using racquets; strike, toss and catch objects using long-handled implements; combine traveling, balancing, and rolling actions with a change in level, direction, or speed; volley an object to self; and apply strategies for chasing, fleeing, and evading; jumping a single rope continuously for at least one minute, and perform simple sequences in time to music using at least three movement types.

Fourth grade students performing at the above mastery level will use at least two of the elements of proper technique while performing the following skills: dribble and kick an object while moving; continuously strike an object using racquets; strike, toss and catch objects using long-handled implements: combine traveling, balancing, and rolling actions with a change in level, direction, or speed; volley an object to self; and demonstrate strategies for chasing, fleeing, and evading; jumping a single rope continuously for at least thirty seconds, and perform simple sequences in time to music using at least two movement

Fourth grade students performing at the mastery level will use at least one of the elements of proper technique while performing the following skills: dribble and kick an object while moving; continuously strike an object using racquets; strike, toss and catch objects using long-handled implements; combine traveling, balancing, and rolling actions with a change in level, direction, or speed; volley an object to self; and use strategies for chasing, fleeing, and evading; jumping a single rope continuously for at least fifteen seconds, and perform simple sequences in time to music using at least one movement type.

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; 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.

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 longhandled implements; combine traveling, balancing, and rolling actions with a change in level, direction, or speed; volley an object to self; and use strategies for chasing, fleeing, and evading; jump a single rope continuously for at least fifteen seconds, and perform simple sequences in time to music using at least one movement type.

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

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

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Fourth grade students	Fourth grade students	Fourth grade students	Fourth grade students	Fourth grade students	
performing at the distinguished level will serve as a model for others while: demonstrating critical elements or components for kicking, catching, throwing, dribbling with hands, and jumping/landing; demonstrating one critical element or component for dribbling with feet, striking with racquets, and striking tossing, catching with long-handled implements; using critical elements or component terminology to provide feedback to others;	performing at the above mastery level will identify and assist others in: demonstrating critical elements or components for kicking, catching, throwing, dribbling with hands, and jumping/landing; demonstrating one critical element or component for dribbling with feet, striking with racquets, and striking tossing, catching with long-handled implements; using critical elements or component terminology to provide feedback to others;	performing at the mastery level will: demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing; demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking tossing, catching with long-handled implements; use critical elements or component terminology to provide feedback to others; use appropriate practice to improve performance.	performing at the partial mastery level will need encouragement and guidance to: demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing; demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking tossing, catching with long-handled implements; use critical elements or component terminology to provide feedback to others; use	performing at the novice level will need assistance to: demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing; demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking tossing, catching with long-handled implements; use critical elements or component terminology to provide feedback to others; use appropriate practice to improve performance.	
using appropriate practice to	using appropriate practice to		appropriate practice to		
improve performance.	improve performance.		improve performance.		
Objectives Students	vill				
WE.4.6.01 demonstra	demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing.				
	demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking, tossing, catching with long-handled implements (e.g., bats, sticks, clubs).				
WE.4.6.03 use critical	use critical elements or component terminology to provide feedback to others.				
WE.4.6.04 use appro	oriate practice to improve performan	ice.			