

Pre-K – Fourth Grade Wellness - 21<sup>st</sup> CENTURY CONTENT STANDARDS AND OBJECTIVES FOR WEST VIRGINIA

Grade 4 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.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
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.	#54 I'd Like to Visit a Place Where... p.236
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.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
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).	
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.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
WE.4.3.01	discuss the use and misuse of drugs (alcohol, tobacco, caffeine, over-the-counter and prescription drugs).	

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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 Compositon.	
WE.4.3.04	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Compositon	
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.	#54 I'd Like to Visit a Place Where... p.236
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.	#25 Birds and Worms p.111 #68 Name That Tree p.288
WE.4.3.10	recognize and accept individual differences in others (e.g. skills, appearance, gender).	
<b>Standard:4</b>	<b>Responsible Personal and Social Behaviors (WE.S.4)</b>	
(WE.S.4)	Students will name ways that cultural, media and other factors influence decisions in daily living experiences.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
WE.4.4.01	analyze menus from culturally different restaurants for nutritional value.	
WE.4.4.02	discuss examples of food advertising and their influences on personal health.	
WE.4.4.03	select and discuss TV programs that exemplify healthy family relationships.	
WE.4.4.04	explore technology to examine risks involved in not using appropriate safety skills and equipment for recreational purposes (e.g., bike riding, helmet use).	
WE.4.4.05	Plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).	
<b>Standard:5</b>	<b>Movement Forms (WE.S.5)</b>	
(WE.S.5)	Students will: demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
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).	

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WE.4.5.04	combine traveling, balancing, and rolling actions with a change in level, direction or speed.	#25 Birds and Worms #63 Tree Factory #68 Name That Tree	p.111 p.273 p.288
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.	#25 Birds and Worms #63 Tree Factory #68 Name That Tree	p.111 p.273 p.288
WE.4.5.08	perform simple sequences in time to music.	#63 Tree Factory	p.273
<b>Standard:6</b>	<b>Development of Motor Skills</b>		
(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.		
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>	
WE.4.6.01	demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing.		
WE.4.6.02	demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking, tossing, catching with long-handled implements (e.g., bats, sticks, clubs).		
WE.4.6.03	use critical elements or component terminology to provide feedback to others.		
WE.4.6.04	use appropriate practice to improve performance.		