

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

PRE-K 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.	
Objectives	Students will	PLT Activity and Page
WE.PK1.01	demonstrate proper personal hygiene routines as modeled by teacher (e.g., brushing teeth, hand washing, covering mouth, and disposal of tissues).	
WE.PK1.02	performs self-help tasks (e.g. feeding, bathing, toileting, and dressing oneself).	
Standard:2	Wellness Information and Services (WE.S.2)	
WE.S.2)	Students will demonstrate the ability to access valid wellness information and health-promoting products and services that apply to daily living experiences.	
Objectives	Students will	PLT Activity and Page
WE.PK.2.01	identify school and community helpers(e.g., teacher, policeman, school nurse, dentist, eye doctor).	
WE.PK.2.02	identify unhealthy household products and recognize “unhealthy” symbols.	
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.	
Objectives	Students will	PLT Activity and Page
WE.PK.3.01	name safety procedures (e.g., street crossing, fire drills).	
WE.PK.3.02	name proper clothing to wear for various weather conditions and various activities	
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 that apply to daily living experiences.	
Objectives	Students will	PLT Activity and Page
WE.PK.4.01	name unsafe situations. (e.g. touching, running away and unsafe play).	
WE.PK.4.02	name favorite foods (e.g. selected from Food Guide Pyramid for Children or similar resources) and select those that are healthy.	
Standard:5	Movement Forms and Motor Skill Development(WE.S.5)	
(WE.S. 5)	Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities that apply to daily living experiences.	

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Objectives	Students will	PLT Activity and Page
WE.PK.5.01	participate in active play (e.g. jumping, running, balancing and climbing).	#25 Birds and Worms p.111
WE.PK.5.02	practice a variety of creative movements (e.g. obstacle course and activity songs).	#63 Tree Factory p.273
WE.PK.5.03	control small muscles in hands.	
WE.PK.5.04	coordinate eye-hand movement.	
Standard:6	Development of Motor Skills (WE.S.6)	
(WE.S. 6)	Students will: apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.	
Objectives	Students will	PLT Activity and Page
WE.PK.6.01	incorporate a variety of manipulatives and activities in play (e.g., bean bags, hoops, balls).	
WE.PK.6.02	mirror movements (e.g., movement songs, exercises)	#63 Tree Factory p.273

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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.	
Objectives	Students will	PLT Activity and Page
WE.K.1.01	identify and discuss the sensory organs.	
WE.K.1.02	identify proper personal hygiene skills. (e.g., brushing teeth, hand washing)	
WE.K.1.03	recognize tobacco as a harmful substance.	
WE.K.1.04	identify healthy foods.(e.g. selected from Food Guide Pyramid for Children)	
WE.K.1.05	recognize body responses to physical activities (e.g., increased heart rate, faster breathing, sweating).	
WE.K.1.06	label/identify feelings.	
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.	
Objectives	Students will	PLT Activity and Page
WE.K.2.01	identify healthcare/safety professionals (e.g., teachers, policemen, school nurses, dentists, doctors).	
WE.K.2.02	demonstrate how to call 9-1-1.	
WE.K.2.03	identify healthy and unhealthy household products and recognize “unhealthy” symbols (e.g., Mr. Yuck, skull and crossbones).	
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.	
Objectives	Students will	PLT Activity and Page
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.	

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WE.K.3.06	describe and participate in physical activities outside of school that enhance health.	#54 I'd Like to Visit a Place Where... p.236
WE.K.3.07	explain the need for proper rest and exercise.	
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.	
Objectives	Students will	PLT Activity and Page
WE.K.4.01	display appropriate communication and decision making skills (e.g. follow class rules, safety practices).	
WE.K.4.02	demonstrate appropriate interactions with others (e.g. partners, small groups and large groups).	
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.	
Objectives	Students will	PLT Activity and Page
WE.K.5.01	create a beginning movement vocabulary for body and spatial awareness (e.g., body parts, general/self-space, directionality, levels and forces).	#63 Tree Factory p.273
WE.K.5.02	perform locomotor movements of running, hopping, jumping, galloping, and sliding.	#25 Birds and Worms p.111 #63 Tree Factory p.273
WE.K.5.03	make wide, narrow, round, and twisted body shapes.	#63 Tree Factory p.273
WE.K.5.04	move the body at high, medium, and low levels.	#63 Tree Factory p.273
WE.K.5.05	transfer weight to the hands.	
WE.K.5.06	balance on different body parts.	#63 Tree Factory p.273
WE.K.5.07	travel in straight, curved, and zigzag pathways.	#25 Birds and Worms p.111 #63 Tree Factory p.273
WE.K.5.08	travel to the beat of even and uneven rhythms (e.g., marching).	#63 Tree Factory p.273
WE.K.5.09	perform movements that promote cross lateral development.	#63 Tree Factory p.273
Standard:6	Development of Motor Skills (WE.S.6)	
(WE.S.6)	Students will: apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.	
Objectives	Students will	PLT Activity and Page
WE.K.6.01	distinguish between a run, hop, jump, gallop, and slide.	

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WE.K.6.02	apply basic movement concepts of self and shared space.	#63 Tree Factory	p.273
WE.K.6.03	identify one's relationship (e.g., in, out, over, under, and through) with an object or a person.	#63 Tree Factory	p.273

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First Grade Wellness		
Standard:1	Wellness Promotion and Disease Prevention (WE.S.01)	
(WE.S.1)	Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.	
Objectives	Students will	PLT Activity and Page
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.	#54 I'd Like to Visit a Place Where... p.236
WE.1.1.06	identify and participate in appropriate physical activities during recess and outside of school.	#54 I'd Like to Visit a Place Where... p.236 #63 Tree Factory p.273
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.	
Objectives	Students will	PLT Activity and Page
WE.1.2.01	identify which "safety" helpers (e.g., police and teachers) to contact for different problems.	
WE.1.2.02	demonstrate when and how to use 9-1-1.	
WE.1.2.03	classify household products (e.g., harmful, safe).	
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.	
Objectives	Students will	PLT Activity and Page
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)	

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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.	
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.	
Objectives	Students will	PLT Activity and Page
WE.1.4.01	describe family similarities, differences and how family structures change.	
WE.1.4.02	discuss differences in people (physical, gender, culture) and their impact on role expectations.	
WE.1.4.03	cite examples of how using televisions, computers, video games and other technology can affect personal health.	
WE.1.4.04	explore the concepts of responsibility, trust and respect for self and others.	
WE.1.4.05	identify a variety of feelings and recognize the verbal and non-verbal cues associated with each.	
WE.1.4.06	use refusal skills in potentially harmful or dangerous situations (e.g., riding a bike without a helmet, meeting strangers, using harmful substances).	
WE.1.4.07	use “I can” statements when trying new activities.	
WE.1.4.08	recognize problems that require the help of trusted adults (e.g., abuse, bullying).	
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.	
Objectives	Students will	PLT Activity and Page
WE.1.5.01	perform locomotor movements of skip and leap.	#63 Tree Factory p.273
WE.1.5.02	demonstrate directional movements of forward, backward, sideways, up, down, left, and right.	#25 Birds and Worms p.111 #63 Tree Factory p.273
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).	#25 Birds and Worms p.111 #63 Tree Factory p.273

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WE.1.5.06	establish a beginning movement vocabulary for body and spatial awareness (e.g., body parts, genera/self-space, directionality, and levels).	#63 Tree Factory	p.273
WE.1.5.07	create expressive movement sequences.	#63 Tree Factory	p.273
Standard:6	Development of Motor Skills (WE.S.6)		
(WE.S.6)	Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.		
Objectives	Students will	PLT Activity and Page	
WE.1.6.01	identify a skip and a leap.	#63 Tree Factory	p.273
WE.1.6.02	recognize basic movement concepts of personal and general space (e.g., directional movements of forward, backward, sideways, up and down)	#63 Tree Factory	p.273

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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.	
Objectives	Students will	PLT Activity and Page
WE.2.1.01	locate and discuss large muscle groups.	
WE.2.1.02	identify symptoms of poisoning and how to get help.	
WE.2.1.03	explain the importance of good dental care and demonstrate good dental hygiene.	
WE.2.1.04	identify situations (e.g., being excluded from a group, being insulted) that promote specific feelings of hurt and develop skills to overcome those feelings.	
WE.2.1.05	describe how immunizations and medicines help fight disease.	
WE.2.1.06	participate in two physical activities that bring personal enjoyment during recess and/or outside of the school environment.	#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.	
Objectives	Students will	PLT Activity and Page
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).	
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.	
Objectives	Students will	PLT Activity and Page
WE.2.3.01	describe behaviors and habits that may be dangerous at home, on the playground, or in the community.	#54 I'd Like to Visit a Place Where... p.236

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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.	
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.	
Objectives	Students will	PLT Activity and Page
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).	
Standard:5	Movement Forms (WE.S.5)	

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(WE.S.5)	Students will demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences.	
Objectives	Students will	PLT Activity and Page
WE.2.5.01	combine walking with hopping, jumping, galloping, sliding, and skipping.	#63 Tree Factory p.273
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).	#63 Tree Factory p.273
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.	#25 Birds and Worms p.111 #63 Tree Factory p.273 #68 Name That Tree p.288
WE.2.5.05	combine balance, transfer of weight, and rolling movements in a repeatable sequence.	#63 Tree Factory p.273
WE.2.5.06	perform dance sequences to music.	#63 Tree Factory p.273
Standard:6	Development of Motor Skills (WE.S.6)	
(WE.S.6)	Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.	
Objectives	Students will	PLT Activity and Page
WE.2.6.01	identify and demonstrate directional movements of left and right.	#63 Tree Factory p.273
WE.2.6.02	identify one critical element or component of balancing, transferring weight and rolling (e.g., bend knees for better balance).	#63 Tree Factory p.273
WE.2.6.03	use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.	#63 Tree Factory p.273

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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.	
Objectives	Students will	PLT Activity and Page
WE.3.1.01	describe the major organs and functions of the body systems.	#63 Tree Factory p.273
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.	#54 I'd Like to Visit a Place Where... p.236
WE.3.1.04	explain the benefits of different kinds of fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and demonstrate exercises/activities for each.	
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.	
Objectives	Students will	PLT Activity and Page
WE.3.2.01	construct and display (at home) information needed to place an accurate and efficient call to 9-1-1.	
WE.3.2.02	demonstrate basic first aid procedures.	
WE.3.2.03	discuss OTC and prescription medication with their appropriate and inappropriate uses.	
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.	
Objectives	Students will	PLT Activity and Page
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.	#54 I'd Like to Visit a Place Where... p.236

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WE.3.3.04	model ways to reduce stress.	
WE.3.3.05	explore the areas of the FITNESSGRAM, excluding Body Mass Compositon.	
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).	
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.	
Objectives	Students will	PLT Activity and Page
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.	
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.	
Objectives	Students will	PLT Activity and Page
WE.3.5.01	throw an object in an underhand and overhand method.	
WE.3.5.02	catch a moving object.	
WE.3.5.03	dribble a ball with hands from a stationary and a moving position.	
WE.3.5.04	direct an object to a target (e.g. kick, roll, throw, and strike).	

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WE.3.5.05	demonstrate directional movements of clockwise and counterclockwise.	#25 Birds and Worms p.111 #63 Tree Factory p.273 #68 Name That Tree p.288
WE.3.5.06	jump to an established rhythm.	#63 Tree Factory p.273
WE.3.5.07	perform rhythmic sequences using equipment.	
WE.3.5.08	continuously strike an object (e.g., balloon with hand, ball with foot).	
WE.3.5.09	demonstrate strategies for chasing, fleeing, and evading.	#68 Name That Tree p.288
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.	
Objectives	Students will	PLT Activity and Page
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.	#63 Tree Factory p.273

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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.	
Objectives	Students will	PLT Activity and Page
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.	
Objectives	Students will	PLT Activity and Page
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.	
Objectives	Students will	PLT Activity and Page
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).	
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.	
Objectives	Students will	PLT Activity and Page
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).	
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.	
Objectives	Students will	PLT Activity and Page
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).	

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

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
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.		
Objectives	Students will	PLT Activity and Page	
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.		