

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

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.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
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.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
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.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
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.	
<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.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).	
<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.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
<b>Standard:6</b>	<b>Development of Motor Skills (WE.S.6)</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.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