

21st CENTURY

First Grade Wellness Content Standards and Objectives

The first grade wellness objectives provide concrete concepts and opportunities to practice and begin to master a variety of physical, social, emotional, and cognitive skills to promote personal health and wellness, prevent injuries, and develop lifetime interpersonal relationships and health habits. Enjoyment of physical activity and good nutrition sets the stage for lifelong health habits. First grade continues to develop motor skills and movement concepts that will enable students to learn to enjoy physical activity and enhance future participation in recreational lifetime activities.

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.

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

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

Grade 1	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.			
Performance Descriptors WE.S.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students performing at the distinguished level will relate to their world while: describing the effects on the body of healthful & less healthful foods; verbally explaining ways to keep germs out of one's body; examining the need for medical checkups and other health-care procedures; explaining the dangers of playing with sharp objects & being in contact with body fluids; identifying & participating in appropriate physical activities during recess & outside of school.	First grade students performing at the above mastery level will give examples when: describing the effects on the body of healthful and less healthful foods; verbally explaining ways to keep germs out of one's body; examining the need for medical checkups and other health-care procedures; explaining the dangers of playing with sharp objects and being in contact with body fluids; identifying and participating in appropriate physical activities during recess and outside of school.	First grade students performing at the mastery level will: recite the effects on the body of healthful and less healthful foods; verbally list ways to keep germs out of one's body; identify the need for medical checkups and other health-care procedures; and identify the dangers of playing with sharp objects and being in contact with body fluids; identify and participate in appropriate physical activities during recess and outside of school.	First grade students performing at the partial mastery level will with encouragement: recite the effects on the body of healthful and less healthful foods; verbally list ways to keep germs out of one's body; identify the need for medical checkups and other health-care procedures; and identify the dangers of playing with sharp objects and being in contact with body fluids; identify and participate in appropriate physical activities during recess and outside of school.	First grade students performing at the novice level will with guidance and assistance: recite the effects on the body of healthful and less healthful foods; verbally list ways to keep germs out of one's body; identify the need for medical checkups and other health-care procedures; and identify the dangers of playing with sharp objects and being in contact with body fluids; identify and participate in appropriate physical activities during recess and outside of school.

Objectives	Students will
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 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
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 when and how to use 9-1-1.
WE.1.2.03	classify household products (e.g., harmful, safe).

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 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 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 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.
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 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
First grade students performing at the distinguished level will: analyze family similarities and differences and how family structures change; categorize differences and their impact on role expectations; evaluate the importance of regular exercise (play) in a world of increasing technology; and specify how television, computers and video games affect personal health; encourage others with "I can" statements when trying new activities and inform of problems that require the help of trusted adults	First grade students performing at the above mastery level will: give examples of family similarities and differences and how family structures change; explain differences and their impact on role expectations; describe the importance of regular exercise (play) in a world of increasing technology; and explain how television, computers and video games affect personal health use; describe to others "I can" statements when trying new activities and problems that require the help of trusted adults	First grade students performing at the mastery level will: describe family similarities and differences and how family structures change; discuss differences and their impact on role expectations; explain the importance of regular exercise (play) in a world of increasing technology; and cite examples of how television, computers and video games affect personal health; use "I can" statements when trying new activities and recognize problems that require the help of trusted adults	First grade students performing at the partial mastery level will with encouragement: describe family similarities and differences and how family structures change; discuss differences and their impact on role expectations; explain the importance of regular exercise (play) in a world of increasing technology; and cite examples of how television, computers and video games affect personal health; use "I can" statements when trying new activities and recognize problems that require the help of trusted adults	First grade students performing at the novice level will with guidance and assistance: describe family similarities and differences and how family structures change; discuss differences and their impact on role expectations; explain the importance of regular exercise (play) in a world of increasing technology; and cite examples of how television, computers and video games affect personal health; use "I can" statements when trying new activities and recognize problems that require the help of trusted adults
Objectives	Students will			
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).			

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 Descriptors WE.S.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students performing at the distinguished level will serve as a model for others 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.	First grade students 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.	First grade students 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.	First grade students performing at the partial mastery level will use at least one element of proper technique and need encouragement and guidance while: performing locomotor movements of 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.	First grade students 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	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.			
Performance Descriptors WE.S.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students performing at the distinguished level will: serve as a model for others while identifying a skip and a leap; performing and identifying directional movements of forward, backward, sideways, up and down.	First grade students performing at the above mastery level will: identify and analyze a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down; and encourage others.	First grade students performing at the mastery level will: identify a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down.	First grade students performing at the partial mastery level will need encouragement and guidance to: identify a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down.	First grade students performing at the novice level will need assistance to: identify a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down.
Objectives	Students will			
WE.1.6.01	identify a skip and a leap.			
WE.1.6.02	recognize basic movement concepts of personal and general space (e.g., directional movements of forward, backward, sideways, up and down)			