

21st CENTURY

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 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 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.”

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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. | | | |
| Performance Descriptors WE.S1 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Kindergarten students performing at the distinguished level will share 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 | Kindergarten students performing at the above mastery level will: identify and describe sensory organs; 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 | Kindergarten students performing at the mastery level will: identify 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 | Kindergarten students performing at the partial mastery level will with encouragement: identify 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 | Kindergarten students performing at the novice level will with guidance and assistance: identify 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 |

| Objectives | Students will |
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| 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. |

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| Kindergarten | 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 | | | | |
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| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Kindergarten students performing at the distinguished level will: specify sources of help in school and community who can be of assistance when one is exposed to dangerous substances; explain and model for others the use of 9-1-1; categorize healthy and unhealthy household products; and classify and locate health care resource persons. | Kindergarten students performing at the above mastery level will: verbally list sources of help in school and community who can be of assistance when one is exposed to dangerous substances; explain and demonstrate the use of 9-1-1; identify healthy and unhealthy household products; and list health care resource persons. | Kindergarten students performing at the mastery level will: identify sources of help in school and community who can be of assistance when one is exposed to dangerous substances; demonstrate the use of 9-1-1; recall healthy and unhealthy household products; and identify health care resource persons. | Kindergarten students performing at the partial mastery level will with encouragement: identify sources of help in school and community who can be of assistance when one is exposed to dangerous substances; demonstrate the use of 9-1-1; recall healthy and unhealthy household products; and identify health care resource persons. | Kindergarten students performing at the novice level will with guidance and assistance: identify sources of help in school and community who can be of assistance when one is exposed to dangerous substances; demonstrate the use of 9-1-1; recall healthy and unhealthy household products; and identify health care resource persons. |

| Objectives | Students will |
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| 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). |

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| 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 | | | | |
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| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| 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. | | | |

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| Kindergarten | 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 |
| Kindergarten students performing at the distinguished level will share with others: appropriate communication, decision making skills and appropriate interactions. | Kindergarten students performing at the above mastery level will: describe appropriate communication, decision making skills and appropriate interactions with others. | Kindergarten students performing at the mastery level will: display appropriate communication and decision making skills; demonstrate appropriate interactions with others. | Kindergarten students performing at the partial mastery level will with encouragement: display appropriate communication and decision making skills; demonstrate appropriate interactions with others. | Kindergarten students performing at the novice level will with guidance and assistance: display appropriate communication and decision making skills; demonstrate appropriate interactions with others. |
| Objectives | Students will | | | |
| 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). | | | |
| Kindergarten | 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 |
| Kindergarten students performing at the distinguished level will serve as a model for others while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms; and engaging in movements that promote cross lateral development. | Kindergarten students performing at the above mastery level will use proper technique while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms; and engaging in movements that promote cross lateral development. | Kindergarten students performing at the mastery level will use at least two elements of proper technique while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms; and engaging in movements that promote cross lateral development. | Kindergarten 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 running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms; and engaging in movements that promote cross lateral development. | Kindergarten students performing at the novice level will use at least one element of proper technique and need assistance while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms; and engaging in movements that promote cross lateral development. |

| Objectives | Students will |
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| 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). |
| 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 | travel in straight, curved, and zigzag pathways. |
| WE.K.5.08 | travel to the beat of even and uneven rhythms (e.g., marching). |
| WE.K.5.09 | perform movements that promote cross lateral development. |

| Kindergarten | Wellness |
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| 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 | | | | |
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| 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 |
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| WE.K.6.01 | distinguish between a run, hop, jump, gallop, and slide. |
| WE.K.6.02 | apply basic movement concepts of self and shared space. |
| WE.K.6.03 | identify one's relationship (e.g., in, out, over, under, and through) with an object or a person. |