



2023 Health and Safety

Wyoming Content & Performance Standards (WYCPS) with Performance Level Descriptors (PLDs)

Effective - July 17, 2024

To be Fully Implemented in Districts by the Beginning of School Year 2026-27

Rationale:

The Wyoming Health Education Standards are based on the premise that health literacy is the key outcome of school health education. Health literacy is an asset to be achieved, and students must be empowered to apply their knowledge and skills in ways that enable them to exert greater control over their health and health-related decisions.

More than ever before, it is vital that schools provide students with the knowledge and experiences that enable them to develop the capacity to obtain, interpret, and understand basic health information and services. In addition, students need the competence to use such information and services in ways that enhance their health to reduce their health risks. Schools and educators play a crucial role in laying the foundation to help students become health literate.

America's youth need the opportunity to learn healthy behaviors and habits. Children who are physically, mentally, emotionally, and socially healthy are at lower risk for school problems and tend to perform better academically, in general. An emphasis should be placed on identifying and learning how to prevent suicide, bullying, violence, poor nutrition, poor sleep hygiene, physical inactivity, and the use of alcohol, tobacco, and other drugs. School attendance, grades, test scores, and the ability to pay attention in class often falter when students engage in behaviors that negatively impact their health. These health standards were developed with the intent to enable students to learn the skills which will allow them to make better health-related decisions and to be healthier in all aspects of their lives.

Organization of the Standards:

Standard Code = Grade.Content Area.Domain & Standard#

Key: 2.HE.1.1 = 2nd Grade.Health Education.Domain 1.Standard 1

Domain:

The core concepts to be studied in health & safety are as follows: 1) Health Information, Concepts, Products, and Resources; 2) Problem Solving and Decision Making; 3) Effective Communication; and 4) Personal and Social Responsibility.

Standards Expectations and Definitions:

The State Board of Education designated the expectations for Health & Safety Education as seen in the table at the beginning of the following page. All students in grades K-8 are expected to be educated on the Content Standards. All students in grades 9-12 must be instructed on the Content Standards and assessed on the Performance Standards through the District's Assessment System. The terms found in this table are further defined below the table.

Gr.	Math	Science	Health & Safety	PE	Fine & Performing Arts	Computer Science	World Languages & Cultures
K-2	Content & Performance Standards	Content Standards	Content Standards	Content Standards	Content Standards	Content Standards	Content Standards
3-5	Content & Performance Standards	Content & Performance Standards	Content Standards	Content Standards	Content Standards	Content Standards	Content & Performance Standards Elective
6-8	Content & Performance Standards	Content & Performance Standards	Content Standards	Content Standards	Content & Performance Standards Elective	Content & Performance Standards Elective	
9-12	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards Elective	Content & Performance Standards Elective	

Content Standards:

Content Standards define the content knowledge and skills students are expected to know and be able to do by the end of the grade band. They are built foundationally and then in learning progressions. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered. In this standards document, you will find these are broken out into grade bands (K-2), (3-5), (6-8), and (9-12). Schools have local control on how to map out the curriculum across these grade bands.

Performance Level Descriptors (PLDs):

Performance Level Descriptors (PLDs) describe the performance expectations of students for each of the four (4) performance level categories: Advanced, Proficient, Basic, and Below Basic. These are a description of what students within each performance level are expected to know and be able to do.

Performance Standards:

Performance Standards are the standards all students are expected to learn and be assessed on through the district assessment system by the end of the grade band. They specify the specific degree of understanding or demonstration of the knowledge and/or skills at the proficient level. As such, they employ clear action verbs and describe “how good is good enough.”

Districts and teachers are expected to give students multiple opportunities to demonstrate proficiency on the Performance Standards through the District Assessment System (DAS) and provide appropriate supports for student success.

Elective:

Elective means all students must be offered the opportunity to take content area instruction within the indicated grade level or grade band. Districts may choose how to offer elective coursework, but all Content and Performance Standards must be included in a series of courses or the educational program. In this Content Area, none of the standards are elective.

Acronyms for Suggested Health Topics:

The following list highlights the possible health topics that can be focused on while teaching the Health Standards. A list of [Suggested Health Topics], is found in brackets at the end of each content standard, using the acronyms found below.

ATOD	Alcohol, Tobacco, and Other Drugs
CEH	Community and Environmental Health
CPR	Cardiopulmonary Resuscitation
FA	First Aid
FAM	Family Life
G&D	Growth & Development
HSX	Human Sexuality
IPS	Injury Prevention and Safety
ME	Mental and Emotional Health
NUT	Nutrition
PA	Physical Activity
PCD	Prevention and Control of Disease
PH	Personal Health
SP	Suicide Prevention
VPB	Violence Prevention and Bullying

Resources/References/Special Notes:

- This set of Health & Safety Education Standards was selected from the [2021 Proposed \(but unadopted\) Health Education Standards](#) during the SBE Standards Reduction effort.
- CPR and First Aid. American Heart Association - <https://cpr.heart.org>
- [WDE Safety & Wellness Hub](#).
- The 2014 Jason Flatt Act of Wyoming: [The Jason Foundation - Wyoming](#). In 2014, the Wyoming legislature passed the Jason Flatt Act. Wyoming Statute **21-3-110 (a)(xxxiii)** requires that at a minimum, staff members participate in eight hours of training every four years with two hours provided during a staff member's initial year (if prior training is absent). Schools may supplement this training with a variety of other activities and programs. **W.S. 21- 2-202 (a)(xxxv)** requires the State Superintendent of Public Instruction review and make suitable suicide prevention education materials available to school districts (found on the [WDE Safety & Wellness Hub](#)). Suitable suicide prevention education materials are educational programs that have been validated by the suicide prevention review team and are recommended by the State Superintendent of Public Instruction. Districts will internally track staff participation in suicide prevention training and ensure general compliance with the aforementioned suicide prevention statutes, including making training materials available to interested community members.
- The Wyoming State Board of Education and Wyoming Department of Education expect all public school districts to provide robust and ongoing training on suicide prevention for teachers, administrators, staff, and grade 6-12 students while also engaging the community. Preventing suicide is a collective responsibility of everyone in the school system as well as community leaders, health promotion organizations, health professionals, businesses, and parents, grandparents, and guardians. These resources provide a starting point, and school personnel are strongly encouraged to seek out other evidence-based practices and materials. The Health Standards Review Committee recommends educators reach out to their local community health partners who are invaluable resources when it comes to suicide and substance abuse topics.

- The Wyoming Department of Education and Wyoming Game and Fish ensure that schools provide hunter education as an elective. As a result of 2020 Senate Enrolled Joint Resolution No. 1, this resource plus technical assistance are available to all schools. [<https://wgfd.wyo.gov/education-camps/conservation-education>]

Grade K-2 Health & Safety Content Standards

Health Information, Concepts, Products, and Resources

Students will access, analyze, and evaluate health information, products, and resources.

- 2.HE.1.1 Identify people (e.g., school nurse, school counselor, trusted adult, family member, doctor, etc.) in and out of school who can help students improve their health and safety. [Suggested Health Topics: FAM, IPS, PCD]

Problem Solving and Decision Making

Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.

- 2.HE.2.2 Identify how health-related choices (e.g., decision to sneeze into sleeve prevents spreading germs) affect self or others. [Suggested Health Topics: IPS, PCD]

Effective Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.

- 2.HE.3.2 Identify appropriate ways to communicate (e.g., speaking and listening with good eye contact, clear purpose, etc.) about health needs, wants, and feelings. [Suggested Health Topics: PH, ME, FAM]

Personal and Social Responsibility

Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.

- 2.HE.4.1 Identify behaviors that improve or maintain personal health. [Suggested Health Topics: PA, NUT, PH]
- 2.HE.4.4 Identify emotions (e.g., anger, sadness, joy, etc.) and how they are linked to behaviors. [Suggested Health Topics: ME, VPB]
- 2.HE.4.11 Recognize how healthy and unhealthy behaviors affect self and others. [Suggested Health Topics: CEH, FAM, VPB]

Grade 3-5 Health & Safety Content Standards

Health Information, Concepts, Products, and Resources

Students will access, analyze, and evaluate health information, products, and resources.

- 5.HE.1.1 Demonstrate the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks. [Suggested Health Topics: ME, PH, NUT]

Problem Solving and Decision Making

Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.

- 5.HE.2.4 Describe how others can influence health-related decisions. [Suggested Health Topics: ATOD, NUT, PCD, PH]
- 5.HE.2.7 Use a decision-making process for a given health-related scenario (e.g., bullying, personal injury, nutrition, vaping). [Suggested Health Topics: ATOD, IPS, NUT, PCD, PH, VPB]

Effective Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.

- 5.HE.3.1 Describe how verbal and non-verbal techniques improve health or reduce health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others). [Suggested Health Topics: VPB, ATOD, FAM]
- 5.HE.3.3 Demonstrate the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks. [Suggested Health Topics: ATOD, IPS, PH, VPB]

Personal and Social Responsibility

Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.

- 5.HE.4.1 Explain behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks. [Suggested Health Topics: NUT, PH, IPS, ME, ATOD, VPB]
- 5.HE.4.6 Demonstrate the ability to manage stress and emotions in a socially acceptable manner (e.g., positive ways to express anger, alternatives to violence, etc.). [Suggested Health Topic: ME]
- 5.HE.4.8 Set a short-term personal health goal and reflect on individual progress (e.g., brush teeth two times per day, walk 10,000 steps every day, 8-10 hours of sleep). [Suggested Health Topics: PA, NUT, PH]
- 5.HE.4.10 Describe how individual, social, and cultural differences make us unique, and demonstrate the ability to value/show respect for others. [Suggested Health Topics: VPB, ME]
- 5.HE.4.11 Define various types of bullying, and the roles of the aggressor and bystanders in bullying situations (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.). [Suggested Health Topics: VPB, CEH, ME]

Grade 6-8 Health & Safety Content Standards

Health Information, Concepts, Products, and Resources

Students will access, analyze, and evaluate health information, products, and resources.

- 8.HE.1.1** Demonstrate the ability to locate appropriate health resources at school or in the community and beyond that help enhance health and prevent or reduce health risks. [Suggested Health Topics: ME, PH, NUT]
- 8.HE.1.2** Analyze situations or conditions to determine when health services are needed. [Suggested Health Topics: ME, VPB, HSX]

Problem Solving and Decision Making

Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.

- 8.HE.2.2** Apply a systematic decision-making process that includes analysis of outcomes (e.g., impact of decision on self, on others) to enhance health and prevent, reduce, or avoid health risks. [Suggested Health Topics: ME, PA, PCD]
- 8.HE.2.4** Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.). [Suggested Health Topics: HSX, ATOD, ME]

Effective Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.

- 8.HE.3.3** Demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors. [Suggested Health Topics: ATOD, HSX, VPB]

Personal and Social Responsibility

Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.

- 8.HE.4.1** Differentiate between healthy and unhealthy behaviors for improving personal health. [Suggested Health Topics: PH, PA, NUT]
- 8.HE.4.6** Demonstrate the ability to apply strategies to manage bad stress (e.g., sleep hygiene, proper nutrition, and trusted resources) and use good stress to motivate successful performance. [Suggested Health Topics: PA, NUT, PH]
- 8.HE.4.8** Use multiple criteria (e.g., Specific, Measurable, Action-oriented, Realistic, Timely) to set a short-term personal health goal and make a plan for achieving it. [Suggested Health Topics: PA, NUT, PH]
- 8.HE.4.11** Identify the behaviors and warning signs of self-harm and suicidal ideation, and explain how to seek help. [Suggested Health Topics: VPB, CEH, ME]
- 8.HE.4.13** Describe the impacts (e.g., depression, violence, avoidance, suicide, physical illness, etc.) of bullying on physical, mental, emotional, and social health. [Suggested Health Topics: VPB, CEH, ME, SP]
- 8.HE.4.14** Explain the relationship between physical, mental, emotional, and social health. [Suggested Health Topics: VPB, CEH, ME]

Grade 9-12 Health and Safety Content & Performance Standards

Health Information, Concepts, Products, and Resources

Students will access, analyze, and evaluate health information, products, and resources.

12.HE.1.2 Use criteria to evaluate the validity of health information from a variety of sources.

[Suggested Health Topics: ATOD, HSX, NUT]

- The Advanced student is able to use criteria to evaluate the validity of health information from multiple sources, providing evidence and a rationale to support a judgment or conclusion.
- The Proficient student is able to use criteria to evaluate the validity of health information from a variety of sources.
- The Basic student is able to use criteria to evaluate the validity of health information from a variety of sources but provides limited evidence to support a judgment or conclusion.
- The Below Basic student does not meet the Basic performance level.

Problem Solving and Decision Making

Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.

12.HE.2.2 Apply a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health. [Suggested Health Topics: HSX, IPS, CEH]

- The Advanced student consistently applies a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health, using comprehensive evidence to support a judgment and rationale to support a conclusion
- The Proficient student consistently applies a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health.
- The Basic student inconsistently applies a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health.
- The Below Basic student does not meet the Basic performance level.

Effective Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.

12.HE.3.1 Evaluate verbal and non-verbal techniques for communicating effectively with family, peers, and others to enhance health and prevent, reduce, or avoid health risks. [Suggested Health Topics: PH, CEH, ME]

- In addition to Proficient, the Advanced student provides considerable evidence and a rationale to support a conclusion.
- The Proficient student consistently evaluates verbal and non-verbal techniques for communicating effectively with family, peers, and others to enhance health and prevent, reduce, or avoid health risks.
- The Basic student inconsistently evaluates verbal and non-verbal techniques for communicating effectively with family, peers, and others to enhance health and prevent, reduce, or avoid health risks.
- The Below Basic student does not meet the Basic performance level.

12.HE.3.2 Demonstrate the ability to use effective communication techniques to advocate for personal and community health. [Suggested Health Topics: ATOD, HSX, VPB]

- In addition to Proficient, the Advanced student consistently demonstrates multiple specific communication techniques.
- The Proficient student consistently demonstrates the ability to use effective communication techniques to advocate for personal and community health.
- The Basic student inconsistently demonstrates the ability to use communication techniques to advocate for personal and community health.
- The Below Basic student does not meet the Basic performance level.

12.HE.3.3 Demonstrate the ability to use refusal, negotiation, and collaboration skills to enhance health and to prevent, reduce, or avoid health risks. [Suggested Health Topics: PH, CEH]

- In addition to Proficient, the Advanced student evaluates the effectiveness of the demonstrated refusal, negotiation, and collaboration skills.
- The Proficient student consistently demonstrates the ability to use refusal, negotiation, and collaboration skills to enhance health and to prevent, reduce, or avoid health risks.
- The Basic student inconsistently demonstrates the ability to use refusal, negotiation, and collaboration skills to enhance health and to prevent, reduce, or avoid health risks.
- The Below Basic student does not meet the Basic performance level.

Personal and Social Responsibility

Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.

12.HE.4.2 Demonstrate the ability to use a strategic approach to manage health risks and enhance health. [Suggested Health Topics: NUT, PA, ME]

- The Advanced student demonstrates the ability to use comprehensive and complex strategies to manage health risks and enhance health.
- The Proficient student demonstrates the ability to use a strategic approach to manage health risks and enhance health.
- The Basic student demonstrates the ability to use a strategic approach to manage health risks and enhance health, but may have difficulty or need assistance with some strategies.
- The Below Basic student does not meet the Basic performance level.

12.HE.4.6 Evaluate the appropriateness of various strategies for managing stress in specific situations. [Suggested Health Topics: PA, NUT, PH]

- The Advanced student is able to evaluate the appropriateness of various strategies for managing stress in specific situations, providing evidence and a rationale to support a conclusion(s).
- The Proficient student is able to evaluate the appropriateness of various strategies for managing stress in specific situations.
- The Basic student is able to evaluate the appropriateness of various strategies for managing stress in specific situations but may provide limited evidence to support a conclusion.
- The Below Basic student does not meet the Basic performance level.

- 12.HE.4.9** Monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal. [Suggested Health Topics: ME, PA, NUT]
- The Advanced student is able to monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal providing evidence and a rationale for a conclusion.
 - The Proficient student is able to monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal.
 - The Basic student is able to monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal, but may use limited evidence to support a conclusion.
 - The Below Basic student does not meet the Basic performance level.
- 12.HE.4.11** Describe the behaviors and warning signs of self-harm and suicidal ideation, explain how to communicate with someone in need, and explain how to seek help. [Suggested Health Topics: VPB, CEH, ME, SP]
- The Advanced student consistently describes and analyzes the risk factors and warning signs of self-harm and suicidal ideation and explains how to communicate with someone in need and assist them in seeking help.
 - The Proficient student consistently describes the risk factors and warning signs of self-harm and suicidal ideation and explains how to communicate with someone in need and assist them in seeking help.
 - The Basic student inconsistently describes the risk factors and warning signs of self-harm and suicidal ideation or inconsistently explains how to communicate with someone in need and assist them in seeking help.
 - The Below Basic student does not meet the Basic performance level.
- 12.HE.4.12** Demonstrate the ability to advocate for acceptance of individual, social, and cultural differences. [Suggested Health Topics: VPB, CEH, ME]
- The Advanced student consistently demonstrates and analyzes the ability to advocate for acceptance of individual, social, and cultural differences.
 - The Proficient student consistently demonstrates the ability to advocate for acceptance of individual, social, and cultural differences.
 - The Basic student inconsistently demonstrates the ability to advocate for acceptance of individual, social, and cultural differences.
 - The Below Basic student does not meet the Basic performance level.
- 12.HE.4.14** Analyze the relationship between physical, mental, emotional, and social health. [Suggested Health Topics: VPB, CEH, ME]
- The Advanced student is able to analyze the relationship between physical, mental, emotional, and social health using comprehensive detail.
 - The Proficient student is able to analyze the relationship between physical, mental, emotional, and social health.
 - The Basic student is able to analyze the relationship between physical, mental, emotional, and social health but may have difficulty or need assistance with analysis.
 - The Below Basic student does not meet the Basic performance level.