



2023 Physical Education

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 goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

The Wyoming Physical Education Standards include 1) Movement Skills, 2) Fitness, and 3) Personal and Social Behavior. Basic movement skills, essential knowledge and understanding of physical activity and fitness, and the building blocks of personal and social behavior are introduced at the kindergarten-2nd grade span. Competency in movement skills and patterns for successful movement performance and the understanding of the benefits of physical activity and fitness, while developing responsible interactions with others, are further emphasized at the 3rd-5th grade span.

At both the 6th-8th and 9th-12th grade levels, students are extending their understanding of movement, fitness literacy, and personal and social responsibilities related to physical activity. They are taking the basic skills learned by the end of 5th grade and applying them in more complex movement settings. By the 12th grade, it is expected that students master the skills and acquire the knowledge to participate in a variety of physical activities that will enhance health-related physical fitness.

Organization of the Standards:

[Code=Grade.Content Area.Domain.Standard#]

Key: 2.PE.1.1 = 2nd Grade.Physical Education.Domain 1.Standard 1

Domain:

The core concepts to be studied in physical education are as follows: 1) Movement Skills; 2) Fitness; and 3) Personal and Social Behavior.

Standards Expectations and Definitions:

The State Board of Education designated the expectations for Physical 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.

Resources/References:

- This set of Physical Education Standards was selected from the [2021 Proposed \(but unadopted\) Physical Education Standards](#) during the SBE Standards Reduction effort.
- National P.E. Guidelines. SHAPE America (Society of Health and Physical Educators) - <https://www.shapeamerica.org>

Grade K-2 Physical Education Content Standards

Movement Skills

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

- 2.PE.1.1 Demonstrate fundamental locomotor skills.
- 2.PE.1.2 Demonstrate fundamental body control skills.
- 2.PE.1.3 Demonstrate developing fundamental manipulative skills.
- 2.PE.1.4 Demonstrate fundamental movement concepts related to space, effort, and relationships.

Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
No standards exist for this domain in K-2.

Personal And Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

- 2.PE.3.1 Know and follow rules, procedures, and safe practices in physical activity settings.
- 2.PE.3.3 Demonstrate persistence when participating in a variety of physical activities.

Grade 3-5 Physical Education Content Standards

Movement Skills

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

- 5.PE.1.1 Combine locomotor and body control skills into movement patterns.
- 5.PE.1.3 Demonstrate fundamental manipulative skills in a variety of physical activities.
- 5.PE.1.4 Demonstrate and apply foundational tactics and principles of movement.

Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- 5.PE.2.2 Describe the health benefits of physical activity.
- 5.PE.2.3 Identify the principles, components, and practices of health-related fitness.

Personal And Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

- 5.PE.3.1 Describe the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.
- 5.PE.3.2 Interact positively and communicate respectfully with others in physical activity settings.
- 5.PE.3.3 Participate in physical activities that promote self-challenge.
- 5.PE.3.5 Participate in creative movement that promotes self-expression.

Grade 6-8 Physical Education Content Standards

Movement Skills

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

- 8.PE.1.2 Demonstrate specialized manipulative skills in modified team activities.
- 8.PE.1.3 Demonstrate specialized skills in modified individual, dual, or lifetime activities.
- 8.PE.1.4 Apply tactical concepts in modified team activities.
- 8.PE.1.5 Apply tactical concepts or performance principles in individual, dual, or lifetime activities.

Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- 8.PE.2.3 Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.

Personal And Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

- 8.PE.3.2 Communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.
- 8.PE.3.3 Participate in physical activities that promote self-challenge, confidence, and independence.
- 8.PE.3.5 Participate in aesthetic movement forms that promote self-expression.

Grade 9-12 Physical Education Content & Performance Standards

Movement Skills

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

12.PE.1.3 Demonstrate specialized skills in individual, dual, or lifetime activities.

- The Advanced student consistently demonstrates biomechanically efficient specialized skills by applying all critical skill cues in individual, dual, or lifetime activities.
- The Proficient student consistently demonstrates specialized skills by applying most critical skill cues in individual, dual, or lifetime activities.
- The Basic student inconsistently demonstrates specialized skills in individual, dual, or lifetime activities.
- The Below Basic student does not meet the Basic performance level.

12.PE.1.5 Apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.

- The Advanced student consistently applies multiple specialized tactical concepts and performance principles in individual, dual, or lifetime activities.
- The Proficient student consistently applies specialized tactical concepts and performance principles in individual, dual, or lifetime activities.
- The Basic student inconsistently applies specialized tactical concepts and performance principles in individual, dual, or lifetime activities.
- The Below Basic student does not meet the Basic performance level.

Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

12.PE.2.1 Create, monitor, and evaluate a personal goal using current levels of physical activity.

- The Advanced student accurately uses all components of a systematic goal-setting process to create, monitor, and evaluate a personal fitness goal. They use multiple sources of evidence based on their current level of physical activity to support their conclusions about the effectiveness of the goal.
- The Proficient student accurately uses most components of a systematic goal-setting process to create, monitor, and evaluate a personal fitness goal. They use evidence based on their current level of physical activity to support their conclusions about the effectiveness of the goal.
- The Basic student is unable to accurately use components of a systematic goal-setting process to create, monitor, and evaluate a personal fitness goal. They use limited evidence based on their current level of physical activity to support their conclusions about the effectiveness of the goal.
- The Below Basic student does not meet the Basic performance level.

12.PE.2.2 Evaluate the health benefits of a variety of physical activities.

- The Advanced student consistently provides convincing evidence to support their judgments about the health benefits of a variety of physical activities.
- The Proficient student consistently provides evidence to support their judgments about the health benefits of a variety of physical activities.
- The Basic student inconsistently provides limited evidence to support their judgments about the health benefits of a variety of physical activities.
- The Below Basic student does not meet the Basic performance level.

Personal And Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

12.PE.3.1 Demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.

- The Advanced student always demonstrates respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.
- The Proficient student demonstrates respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette consistently in physical activity settings.
- The Basic student demonstrates respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette inconsistently in physical activity settings.
- The Below Basic student does not meet the Basic performance level.

12.PE.3.3 Participate in physical activities that promote self-challenge, personal growth, and well-being.

- The Advanced student consistently models participation in physical activities that promote self-challenge, personal growth, and well-being.
- The Proficient student consistently participates in physical activities that promote self-challenge, personal growth, and well-being.
- The Basic student inconsistently participates in physical activities that promote self-challenge, personal growth, and well-being.
- The Below Basic student does not meet the Basic performance level.

12.PE.3.5 Participate in a variety of physical activities that promote self-expression.

- The Advanced student consistently models participation in physical activities that promote self-expression.
- The Proficient student consistently participates in physical activities that promote self-expression.
- The Basic student inconsistently participates in physical activities that promote self-expression.
- The Below Basic student does not meet the Basic performance level.