



Opportunity Through Education

Jillian Balow – *Superintendent of Public Instruction*

2021 HEALTH EDUCATION

WYOMING CONTENT & PERFORMANCE STANDARDS (WYCPS) WITH PERFORMANCE LEVEL DESCRIPTORS (PLDS)

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Effective - xx, 2022

TO BE FULLY IMPLEMENTED IN DISTRICTS BY THE BEGINNING OF SCHOOL YEAR 2025-26

2021 Health WY Content & Performance Standards & PLDs

ACKNOWLEDGMENT: The State Board of Education thanks the Health Standards Review Committee and the Wyoming Department of Education for their work on this standards review.

INTRODUCTION: The Wyoming Health Content and Performance Standards (WYCPS) were developed in accordance with Wyoming State Statute W.S. 21-2-304(c). The 2021 Wyoming Health Content and Performance Standards were developed collaboratively through the contributions of Health Standards Review Committee members from across the state. The committee's work was informed and guided by initial public input through community forums, as well as input solicited from educators.

In 2020-21, a committee of 30 members, including 21 educators, 4 business members, 1 parent, and 4 ancillary professional staff members which included: 2 school nurses, 1 school counselor, 1 school dietitian, reviewed the then current 2013 Wyoming Health Standards. They made revisions, ensured appropriate learning progressions, created Performance Level Descriptors (PLDs) in four performance levels for each standard, and identified the subset to tie to performance expectations. (see definitions in the Organization of the Standards section)

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:

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

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

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

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CONTENT STANDARDS define the content 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. The Health Standards were developed in 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) 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. All PLDs are found within this document.

PERFORMANCE STANDARDS (PS) 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 skill for a particular content standard. As such, it employs clear action verbs and describes “how good is good enough.”

For those designated as PS, the content standard is marked **with the code in blue highlight and an asterisk (*)** and the Proficient PLD Statement is the PS expectation and is highlighted in blue.

Districts 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. **Teachers should provide extra focus, targeted supports, and offer multiple opportunities to demonstrate** student understanding (mastery). In the secondary level, only students electing to take a course aligned to these standards need to be assessed in the DAS.

PS Snapshot (# of Content Standards tied to PS)

The PS are also listed on last 2 pages of this document.

Grade K-2 (10 out of 19)	Grade 3-5 (9 out of 21)	6-8 MS (9 out of 23)	9-12 HS (10 out of 25)
2.HE.1.1	5.HE.1.1	8.HE.1.1	12.HE.1.1
2.HE.2.2	5.HE.2.7	8.HE.2.2	12.HE.1.2
2.HE.2.5	5.HE.3.3	8.HE.2.4	12.HE.2.2
2.HE.3.2	5.HE.3.4	8.HE.3.3	12.HE.3.1
2.HE.3.4	5.HE.4.1	8.HE.3.4	12.HE.3.2
2.HE.4.1	5.HE.4.6	8.HE.4.6	12.HE.3.3
2.HE.4.3	5.HE.4.8	8.HE.4.8	12.HE.3.4
2.HE.4.4	5.HE.4.10	8.HE.4.13	12.HE.4.2
2.HE.4.10	5.HE.4.11	8.HE.4.14	12.HE.4.9
2.HE.4.11			12.HE.4.14

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RESOURCES/REFERENCES:

- National Health Education Guidelines. U.S. Centers for Disease Control and Prevention: <https://www.cdc.gov/healthyschools/sher/standards/index.htm>
- Pros and cons of various topics. ProCon.org.

The Health Standards Review Committee strongly supports instruction in the following topics but believes any decision to do so should be made by local school officials. Online resources are also listed.

- CPR and First Aid. American Heart Association. <https://cpr.heart.org>
- Suicide Prevention: Suicide Prevention Resource Center. <https://www.sprc.org/settings/schools>
- List of [Suicide Prevention Education Materials](#) on the [WDE Health & Safety webpage](#).
- The 2014 Jason Flatt Act of Wyoming: [The Jason Foundation - Wyoming](#).
- Hunter Safety. Wyoming Game and Fish Department Hunter Education. <https://wgfd.wyo.gov/Education/Hunter-Education>

The following list highlights the possible health topics that can be focused on while teaching the Health Standards. The Standards Review Committee made a list of *[Suggested Health Topics]*, in gray text and brackets, at the end of each content standard, using the acronyms found below.

ACRONYMS FOR SUGGESTED HEALTH TOPICS

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

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HOW TO READ THIS DOCUMENT

The Standards have 4 main sections:

- 1) **Domain** (in black bold) with **Domain specific learning expectations in blue**.
- 2) **Standard Code** and **Content Standard (CS)** (in black bold) and **[Suggested Health Topics]** in gray.
- 3) **Performance Level Descriptors (PLDs)** describe the performance expectations within each of the 4 levels (**Advanced, Proficient, Basic, and Below Basic**) to assist with teacher judgments on student proficiency.
- 4) **Performance Standard (PS)** – For the targeted subset of the Proficient PLD statements identified as the PS, the CS code are denoted with an asterisk (*) and highlighted in blue and the Proficient PLD (aka the PS) is highlighted in a lighter blue.

K-2 Health Content Standards & PLDs

1. **HEALTH INFORMATION, CONCEPTS, PRODUCTS, AND RESOURCES**
Students will access, analyze, and evaluate health information, products, and resources.
2. **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]**
 4. The **Advanced** student identifies three or more people and how they help the student improve their health and safety in and out of school.
 3. The **Proficient** student identifies at least three people in and out of school who can help students improve their health and safety.
 - The **Basic** student identifies one to two people in and out of school who can help students improve their health and safety.
 - The **Below Basic** student does not meet the Basic performance level.
2. **2.HE.1.2** Demonstrate the ability to locate people (e.g., custodian, principal, nurse, counselor) at school to help improve health and safety. **[Suggested Health Topics: PCD, PH, IPS]**
 - The **Advanced** student consistently demonstrates the ability to locate people at school and describes how they help to improve health and safety.
 - The **Proficient** student consistently demonstrates the ability to locate people at school to help improve health and safety.
 - The **Basic** student inconsistently demonstrates the ability to locate people at school to help improve health and safety.
 - The **Below Basic** student does not meet the Basic performance level.

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K-2 Health Content & Performance Standards & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

1. 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]

The **Advanced** student identifies three or more people and how they help the student improve their health and safety in and out of school.

The **Proficient** student identifies at least three people in and out of school who can help students improve their health and safety.

The **Basic** student identifies one to two people in and out of school who can help students improve their health and safety.

The **Below Basic** student does not meet the Basic performance level.

2.HE.1.2 Demonstrate the ability to locate people (e.g., custodian, principal, nurse, counselor) at school to help improve health and safety.

[Suggested Health Topics: PCD, PH, IPS]

The **Advanced** student consistently demonstrates the ability to locate people at school and describes how they help to improve health and safety.

The **Proficient** student consistently demonstrates the ability to locate people at school to help improve health and safety.

The **Basic** student inconsistently demonstrates the ability to locate people at school to help improve health and safety.

The **Below Basic** student does not meet the Basic performance level.

2.HE.1.3 Identify ways to contact or find help for health and safety emergencies (e.g., call 911, find playground monitor). [Suggested Health Topics: VPB, IPS, FA]

The **Advanced** student consistently demonstrates ways to contact or find help for health and safety emergencies.

The **Proficient** student consistently identifies ways to contact or find help for health and safety emergencies.

The **Basic** student inconsistently identifies ways to contact or find help for health and safety emergencies.

The **Below Basic** student does not meet the Basic performance level.

2.HE.1.4 [This standard was removed by the 2021 Committee.]

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2021 Health WY Content & Performance Standards & PLDs

2. 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.2.1 Recognize when assistance is needed for making a health-related decision. [Suggested Health Topics: IPS, VPB, ATOD]

The **Advanced** student consistently recognizes when assistance is needed and describes the type of assistance needed for making a health-related decision.

The **Proficient** student consistently recognizes when assistance is needed for making a health-related decision.

The **Basic** student inconsistently recognizes when assistance is needed for making a health-related decision.

The **Below Basic** student does not meet the Basic performance level.

***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]

The **Advanced** student consistently identifies and describes how health-related choices affect self or others.

The **Proficient** student consistently identifies how health-related choices affect self or others.

The **Basic** student inconsistently identifies how health-related choices affect self or others.

The **Below Basic** student does not meet the Basic performance level.

2.HE.2.3 [This standard was removed by the 2021 Committee.]

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2.HE.2.4 Identify how others can influence student choices (e.g., washing hands, not wearing seat belts) about health and safety. [Suggested Health Topics: FAM, PH, PCD]

The **Advanced** student consistently identifies and describes how others can influence student choices about health and safety.

The **Proficient** student consistently identifies how others can influence student choices about health and safety.

The **Basic** student inconsistently identifies how others can influence student choices about health and safety.

The **Below Basic** student does not meet the Basic performance level.

***2.HE.2.5 Identify problems (e.g., soap dispenser is empty, not washing hands after going to bathroom, ice on steps) at home and school that could affect health and safety.** [Suggested Health Topics: PH, IPS, VPB]

The **Advanced** student consistently identifies and describes problems at home and school that could affect health and safety.

The **Proficient** student consistently identifies problems at home and school that could affect health and safety.

The **Basic** student inconsistently identifies problems at home and school that could affect health and safety.

The **Below Basic** student does not meet the Basic performance level.

2021 Health WY Content & Performance Standards & PLDs

3. EFFECTIVE COMMUNICATION

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

2.HE.3.1 Identify healthy ways to express individual needs, wants, and feelings (e.g., visual, verbal, physical). [Suggested Health Topics: PH, ME, FAM]

In addition to Proficient, the **Advanced** student demonstrates the ability to express individual needs, wants, and feelings in a healthy way.

The **Proficient** student consistently identifies healthy ways to express individual needs, wants, and feelings.

The **Basic** student inconsistently identifies healthy ways to express individual needs, wants, and feelings.

The **Below Basic** student does not meet the Basic performance level.

***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]

The **Advanced** student consistently identifies and models appropriate ways to communicate about health needs, wants, and feelings.

The **Proficient** student consistently identifies appropriate ways to communicate about health needs, wants, and feelings.

The **Basic** student inconsistently identifies appropriate ways to communicate about health needs, wants, and feelings.

The **Below Basic** student does not meet the Basic performance level.

2.HE.3.3 [This standard was removed by the 2021 Committee.]

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***2.HE.3.4 Identify appropriate ways to respond to unwanted situations (e.g., word choice, tone of voice, notifying an adult).** [Suggested Health Topics: IPS, PH, VPB]

The **Advanced** student consistently identifies and models appropriate ways to respond to unwanted situations.

The **Proficient** student consistently identifies appropriate ways to respond to unwanted situations.

The **Basic** student inconsistently identifies appropriate ways to respond to unwanted situations.

The **Below Basic** student does not meet the Basic performance level.

2021 Health WY Content & Performance Standards & PLDs

4. 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]**

The **Advanced** student consistently identifies and describes behaviors that improve or maintain personal health.

The **Proficient** student consistently identifies behaviors that improve or maintain personal health.

The **Basic** student inconsistently identifies behaviors that improve or maintain personal health.

The **Below Basic** student does not meet the Basic performance level.

2.HE.4.2 Identify behaviors that help prevent or reduce health risks. [Suggested Health Topics: IPS, VPB, ATOD]

The **Advanced** student consistently identifies behaviors that help prevent or reduce health risks and describes how those behaviors can help prevent or reduce risks.

The **Proficient** student consistently identifies behaviors that help prevent or reduce health risks.

The **Basic** student inconsistently identifies behaviors that help prevent or reduce health risks.

The **Below Basic** student does not meet the Basic performance level.

***2.HE.4.3 Identify behaviors that prevent the spread of disease. [Suggested Health Topics: CEH, PH, PCD, FA]**

The **Advanced** student consistently identifies and describes behaviors that prevent the spread of disease.

The **Proficient** student consistently identifies behaviors that prevent the spread of disease.

The **Basic** student inconsistently identifies behaviors that prevent the spread of disease.

The **Below Basic** student does not meet the Basic performance level.

***2.HE.4.4 Identify emotions (e.g., anger, sadness, joy, etc.) and how they are linked to behaviors. [Suggested Health Topics: ME, VPB]**

The **Advanced** student consistently identifies emotions and describes their corresponding behaviors.

The **Proficient** student consistently identifies emotions and how they are linked to behaviors.

The **Basic** student inconsistently identifies emotions and how they are linked to behaviors.

The **Below Basic** student does not meet the Basic performance level.

2.HE.4.5 [This standard was removed by the 2021 Committee.]

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2.HE.4.6 Demonstrate self-control of impulsive behavior (e.g., anger management, delayed gratification, etc.). [Suggested Health Topics: ME, VPB, IPS]

The **Advanced** student consistently demonstrates and models self-control of impulsive behavior.

The **Proficient** student consistently demonstrates self-control of impulsive behavior.

The **Basic** student inconsistently demonstrates self-control of impulsive behavior.

The **Below Basic** student does not meet the Basic performance level.

2.HE.4.7 Describe why health goals are important. [Suggested Health Topic: PH]

The **Advanced** student consistently describes why health goals are important and gives a specific example of a goal.

The **Proficient** student consistently describes why health goals are important.

The **Basic** student inconsistently describes why health goals are important.

The **Below Basic** student does not meet the Basic performance level.

2.HE.4.8 Identify goals for improving health. [Suggested Health Topics: PA, PH, NUT]

The **Advanced** student consistently identifies health goals and describes how the identified goals improve health.

The **Proficient** student consistently identifies goals for improving health.

The **Basic** student inconsistently identifies goals for improving health.

The **Below Basic** student does not meet the Basic performance level.

2.HE.4.9 [This standard was removed by the 2021 Committee.]

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*2.HE.4.10 Describe ways people are similar and different. [Suggested Health Topics: FAM, VPB]

The **Advanced** student describes, in detail, ways people are similar and different.

The **Proficient** student describes ways people are similar and different.

The **Basic** student describes ways people are similar or different.

The **Below Basic** student does not meet the Basic performance level.

*2.HE.4.11 Recognize how healthy and unhealthy behaviors affect self and others. [Suggested Health Topics: CEH, FAM, VPB]

The **Advanced** student consistently recognizes and describes how healthy and unhealthy behaviors affect self and others.

The **Proficient** student consistently recognizes how healthy and unhealthy behaviors affect self and others.

The **Basic** student inconsistently recognizes how healthy and unhealthy behaviors affect self and others.

The **Below Basic** student does not meet the Basic performance level.

2021 Health WY Content & Performance Standards & PLDs

Grade 3-5 **Health** Content & Performance Standards & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

1. HEALTH CONCEPTS, INFORMATION, 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]
The **Advanced** student consistently demonstrates the ability to access appropriate health resources at school and in the community that help enhance health and prevent or reduce health risks.
The **Proficient** student consistently demonstrates the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks.
The **Basic** student inconsistently demonstrates the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks.
The **Below Basic** student does not meet the Basic performance level.
- 5.HE.1.2 Access accurate information (e.g., home, school, community, online) about health and health risks (e.g., where do you find information about growth and development or nutrition).** [Suggested Health Topics: G&D, ATOD, NUT]
The **Advanced** student consistently accesses information about health and health risks and explains how they know the source is accurate.
The **Proficient** student consistently accesses accurate information about health and health risks.
The **Basic** student inconsistently accesses accurate information about health and health risks.
The **Below Basic** student does not meet the Basic performance level.
- 5.HE.1.3 Explain how products can enhance personal health (e.g., deodorant, toothpaste, etc.).** [Suggested Health Topics: NUT, PH, ME as related to self-esteem]
The **Advanced** student consistently explains how products can enhance personal health and specifies how or when they should be used.
The **Proficient** student consistently explains how products can enhance personal health.
The **Basic** student inconsistently explains how products can enhance personal health.
The **Below Basic** student does not meet the Basic performance level.
- 5.HE.1.4 [This standard was removed by the 2021 Committee.]**
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- 5.HE.1.5 [This standard was removed by the 2021 Committee.]**
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2021 Health WY Content & Performance Standards & PLDs

2. 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.2.1 Identify a problem in a given health-related scenario. [Suggested Health Topics: ATOD, NUT, PCD, PH]

The **Advanced** student consistently identifies the problem and states its cause in a given health-related scenario.

The **Proficient** student consistently identifies a problem in a given health-related scenario.

The **Basic** student inconsistently identifies a problem in a given health-related scenario.

The **Below Basic** student does not meet the Basic performance level.

5.HE.2.2 [This standard was removed by the 2021 Committee.]

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5.HE.2.3 [This standard was removed by the 2021 Committee.]

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5.HE.2.4 Describe how others can influence health-related decisions. [Suggested Health Topics: ATOD, NUT, PCD, PH]

The **Advanced** student consistently describes how specific people influence the student's health-related decisions.

The **Proficient** student consistently describes how others can influence health-related decisions.

The **Basic** student inconsistently describes how others can influence health-related decisions.

The **Below Basic** student does not meet the Basic performance level.

5.HE.2.5 Describe what options may exist for a given health-related decision. [Suggested Health Topics: ATOD, NUT, PCD, PH]

The **Advanced** student consistently compares and/or contrasts what options may exist for a given health-related decision.

The **Proficient** student consistently describes what options may exist for a given health-related decision.

The **Basic** student inconsistently describes what options may exist for a given health-related decision.

The **Below Basic** student does not meet the Basic performance level.

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5.HE.2.6 Describe the positive and negative consequences that may occur with each option of a given health-related decision. [Suggested Health

Topics: ATOD, NUT, PCD, PH]

The **Advanced** student consistently describes the positive and negative consequences that may occur with each option of a given health-related decision and justifies the decision.

The **Proficient** student consistently describes the positive and negative consequences that may occur with each option of a given health-related decision.

The **Basic** student inconsistently describes the positive and negative consequences that may occur with each option of a given health-related decision.

The **Below Basic** student does not meet the Basic performance level.

*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]

The **Advanced** student consistently uses and explains each step of a decision-making process for a given health-related scenario.

The **Proficient** student consistently uses a decision-making process for a given health-related scenario.

The **Basic** student inconsistently uses a decision-making process for a given health-related scenario.

The **Below Basic** student does not meet the Basic performance level.

3. 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]

In addition to Proficient, the **Advanced** student demonstrates the ability to apply verbal and non-verbal techniques that improve health or reduce health risks.

The **Proficient** student consistently describes how verbal and non-verbal techniques improve health or reduce health risks.

The **Basic** student inconsistently describes how verbal and non-verbal techniques improve health or reduce health risks.

The **Below Basic** student does not meet the Basic performance level.

5.HE.3.2 Describe challenges that prevent effective communication. [Suggested Health Topics: ME, G&D, PCD]

The **Advanced** student consistently describes challenges that prevent effective communication and suggests solutions.

The **Proficient** student consistently describes challenges that prevent effective communication.

The **Basic** student inconsistently describes challenges that prevent effective communication.

The **Below Basic** student does not meet the Basic performance level.

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***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]

The **Advanced** student consistently demonstrates and justifies their selected refusal strategies in a given scenario to prevent, reduce, or avoid health risks.

The **Proficient** student consistently demonstrates the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks.

The **Basic** student inconsistently demonstrates the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks.

The **Below Basic** student does not meet the Basic performance level.

***5.HE.3.4 Describe how effective communication assists in conflict resolution.** [Suggested Health Topics: FAM, IPS, ME, PH]

The **Advanced** student consistently describes and models how effective communication assists in conflict resolution.

The **Proficient** student consistently describes how effective communication assists in conflict resolution.

The **Basic** student inconsistently describes how effective communication assists in conflict resolution.

The **Below Basic** student does not meet the Basic performance level.

5.HE.3.5 Demonstrate the ability to use listening skills for specific health purposes (e.g., asking questions to gather information and/or obtain instructions, make connections, ask clarifying questions). [Suggested Health Topics: ATOD, IPS, G&D]

The **Advanced** student consistently demonstrates and models the ability to use listening skills for specific health purposes.

The **Proficient** student consistently demonstrates the ability to use listening skills for specific health purposes.

The **Basic** student inconsistently demonstrates the ability to use listening skills for specific health purposes.

The **Below Basic** student does not meet the Basic performance level.

4. 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]

The **Advanced** student consistently explains behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks, and makes a plan for implementing a behavior in their own life.

The **Proficient** student consistently explains behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks.

The **Basic** student inconsistently explains behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks.

The **Below Basic** student does not meet the Basic performance level.

5.HE.4.2 [This standard was removed by the 2021 Committee.]

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5.HE.4.3 Explain how behaviors prevent the spread of disease. [Suggested Health Topics: PCD, PH, CEH, FA]

The **Advanced** student consistently explains how behaviors prevent the spread of disease and makes a plan for implementing a behavior in their own life.

The **Proficient** student consistently explains how behaviors prevent the spread of disease.

The **Basic** student inconsistently explains how behaviors prevent the spread of disease.

The **Below Basic** student does not meet the Basic performance level.

5.HE.4.4 Describe situations that may cause stress. [Suggested Health Topics: ME, VPB]

The **Advanced** student consistently describes and analyzes situations that may cause stress.

The **Proficient** student consistently describes situations that may cause stress.

The **Basic** student inconsistently describes situations that may cause stress.

The **Below Basic** student does not meet the Basic performance level.

5.HE.4.5 [This standard was removed by the 2021 Committee.]

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*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]

The **Advanced** student consistently demonstrates and models the ability to manage stress and emotions in a socially acceptable manner.

The **Proficient** student consistently demonstrates the ability to manage stress and emotions in a socially acceptable manner.

The **Basic** student inconsistently demonstrates the ability to manage stress and emotions in a socially acceptable manner.

The **Below Basic** student does not meet the Basic performance level.

5.HE.4.7 Explain the steps for creating a personal health goal. [Suggested Health Topic: PH]

The **Advanced** student consistently explains the steps for creating a personal health goal and analyzes an example of a health goal.

The **Proficient** student consistently explains the steps for creating a personal health goal.

The **Basic** student inconsistently explains the steps for creating a personal health goal.

The **Below Basic** student does not meet the Basic performance level.

*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]

In addition to Proficient, the **Advanced** student reflects upon and analyzes individual progress.

The **Proficient** student sets a short-term personal health goal and consistently reflects on individual progress.

The **Basic** student sets a short-term personal health goal and inconsistently reflects on individual progress.

The **Below Basic** student does not meet the Basic performance level.

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5.HE.4.9 [This standard was removed by the 2021 Committee.]

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***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]

The **Advanced** student consistently describes how individual, social, and cultural differences make us unique, and demonstrates the ability to value/show respect for others and explains the importance.

The **Proficient** student consistently describes how individual, social, and cultural differences make us unique, and demonstrates the ability to value/show respect for others.

The **Basic** student inconsistently describes how individual, social, and cultural differences make us unique, and demonstrates the ability to value/show respect for others.

The **Below Basic** student does not meet the Basic performance level.

***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]

The **Advanced** student consistently defines various types of bullying, and analyzes the roles of the aggressor and bystanders in bullying situations.

The **Proficient** student consistently defines various types of bullying, and the roles of the aggressor and bystanders in bullying situations.

The **Basic** student inconsistently defines various types of bullying, and the roles of the aggressor and bystanders in bullying situations.

The **Below Basic** student does not meet the Basic performance level.

2021 Health WY Content & Performance Standards & PLDs

Grade 6-8 **Health** Content & Performance Standards & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

1. HEALTH CONCEPTS, INFORMATION, 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]

In addition to Proficient, the **Advanced** student is able to locate a variety of appropriate health resources at school and in the community.

The **Proficient** student is able to 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.

The **Basic** student with assistance, is able to 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.

The **Below Basic** student does not meet the Basic performance level.

8.HE.1.2 Analyze situations or conditions to determine when health services are needed. [Suggested Health Topics: ME, VPB, HSX]

In addition to Proficient, the **Advanced** student is able to provide a comprehensive analysis.

The **Proficient** student consistently analyzes situations or conditions to determine when health services are needed.

The **Basic** student inconsistently analyzes situations or conditions to determine when health services are needed.

The **Below Basic** student does not meet the Basic performance level.

8.HE.1.3 Apply criteria for determining validity of health information from products, technologies, and resources. [Suggested Health Topics: HSX, ATOD, NUT]

The **Advanced** student applies and analyzes criteria for determining validity of health information from products, technologies, and resources.

The **Proficient** student applies criteria for determining validity of health information from products, technologies, and resources.

The **Basic** student applies criteria for determining validity of health information from products, technologies, and resources but may have difficulty or need assistance for applying some criteria.

The **Below Basic** student does not meet the Basic performance level.

8.HE.1.4 [This standard was removed by the 2021 Committee.]

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8.HE.1.5 [This standard was removed by the 2021 Committee.]

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2021 Health WY Content & Performance Standards & PLDs

8.HE.1.6 [This standard was removed by the 2021 Committee.]

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2. 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.2.1 Explain various types of decision-making processes to enhance health and prevent or reduce health risks. [Suggested Health Topics: ATOD, IPS, NUT]

The **Advanced** student is able to explain, providing great detail, various types of decision-making processes to enhance health and prevent or reduce health risks.

The **Proficient** student is able to explain, providing detail, various types of decision-making processes to enhance health and prevent or reduce health risks.

The **Basic** student is able to explain, providing limited detail, various types of decision-making processes to enhance health and prevent or reduce health risks.

The **Below Basic** student does not meet the Basic performance level.

***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]

The **Advanced** student applies a systematic decision-making process that includes a comprehensive analysis of outcomes to enhance health and prevent, reduce, or avoid health risks.

The **Proficient** student applies a systematic decision-making process that includes analysis of outcomes to enhance health and prevent, reduce, or avoid health risks.

The **Basic** student inconsistently applies a systematic decision-making process that includes analysis of outcomes to enhance health and prevent, reduce, or avoid health risks.

The **Below Basic** student does not meet the Basic performance level.

8.HE.2.3 [This standard was removed by the 2021 Committee.]

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***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]

The **Advanced** student consistently provides a comprehensive analysis about how peers, culture, and media can influence decisions students make about health practices and risk behaviors.

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The **Proficient** student consistently analyzes how peers, culture, and media can influence decisions students make about health practices and risk behaviors.

The **Basic** student inconsistently analyzes how peers, culture, and media can influence decisions students make about health practices.

The **Below Basic** student does not meet the Basic performance level.

8.HE.2.5 [This standard was removed by the 2021 Committee.]

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8.HE.2.6 [This standard was removed by the 2021 Committee.]

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8.HE.2.7 Apply a systematic process (e.g., identify problem, collect information, analyze data, draw conclusions, make decisions) to examine health-related issues or problems. [Suggested Health Topics: ATOD, CEH, PCD]

The **Advanced** student consistently applies a systematic process and comprehensively examines health-related issues or problems.

The **Proficient** student consistently applies a systematic process to examine health-related issues or problems.

The **Basic** student inconsistently applies a systematic process to examine health-related issues or problems.

The **Below Basic** student does not meet the Basic performance level.

3. EFFECTIVE COMMUNICATION

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

8.HE.3.1 Demonstrate the ability to use effective communication techniques (e.g., written, verbal, nonverbal, visual, electronic, etc.) to enhance health and prevent or reduce health risks. [Suggested Health Topics: PH, CEH, PCD]

In addition to Proficient, the **Advanced** student evaluates effectiveness of the demonstrated communication techniques.

The **Proficient** student consistently demonstrates the ability to use effective communication techniques to enhance health and prevent or reduce health risks.

The **Basic** student inconsistently demonstrates the ability to use effective communication techniques to enhance health and prevent or reduce health risks.

The **Below Basic** student does not meet the Basic performance level.

8.HE.3.2 [This standard was removed by the 2021 Committee.]

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***8.HE.3.3** Students demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors. [Suggested

Health Topics: ATOD, HSX, VPB]

The **Advanced** student consistently demonstrates the ability to analyze and apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors.

The **Proficient** student consistently demonstrates the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors.

The **Basic** student inconsistently demonstrates the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors.

The **Below Basic** student does not meet the Basic performance level.

***8.HE.3.4** Describe negotiation and collaboration skills that enhance health and prevent or reduce health risks. [Suggested Health Topics: Any Health Topic]

The **Advanced** student consistently describes, in detail, negotiation and collaboration skills that enhance health and prevent or reduce health risks.

The **Proficient** student consistently describes negotiation and collaboration skills that enhance health and prevent or reduce health risks.

The **Basic** student inconsistently describes negotiation and collaboration skills that enhance health and prevent or reduce health risks.

The **Below Basic** student does not meet the Basic performance level.

4. 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]

The **Advanced** student is able to consistently analyze and differentiate between healthy and unhealthy behaviors for improving personal health.

The **Proficient** student consistently differentiates between healthy and unhealthy behaviors for improving personal health.

The **Basic** student inconsistently differentiates between healthy and unhealthy behaviors for improving personal health.

The **Below Basic** student does not meet the Basic performance level.

8.HE.4.2 Analyze behaviors that prevent or reduce health risks to self and others. [Suggested Health Topics: ATOD, HSX, IPS]

The **Advanced** student consistently analyzes and evaluates behaviors that prevent or reduce health risks to self and others.

The **Proficient** student consistently analyzes behaviors that prevent or reduce health risks to self and others.

The **Basic** student inconsistently analyzes behaviors that prevent or reduce health risks to self and others.

The **Below Basic** student does not meet the Basic performance level.

2021 Health WY Content & Performance Standards & PLDs

8.HE.4.3 Demonstrate an understanding of behaviors that prevent the spread of disease. [Suggested Health Topics: HSX, ATOD, PCD, FA]

The **Advanced** student consistently demonstrates an understanding of and analyzes behaviors that prevent the spread of disease.

The **Proficient** student consistently demonstrates an understanding of behaviors that prevent the spread of disease.

The **Basic** student inconsistently demonstrates an understanding of behaviors that prevent the spread of disease.

The **Below Basic** student does not meet the Basic performance level.

8.HE.4.4 Describe signs of stress and how stress can affect health status. [Suggested Health Topics: ME, ATOD]

The **Advanced** student consistently describes, in detail, signs of stress and how stress can affect health status.

The **Proficient** student consistently describes signs of stress and how stress can affect health status.

The **Basic** student inconsistently describes signs of stress and how stress can affect health status.

The **Below Basic** student does not meet the Basic performance level.

8.HE.4.5 Analyze age-appropriate factors that create good stress and bad stress. [Suggested Health Topics: ME, ATOD, HSX]

The **Advanced** student consistently analyzes and compares and contrasts age-appropriate factors that create good stress and bad stress.

The **Proficient** student consistently analyzes and compares or contrasts age-appropriate factors that create good stress and bad stress.

The **Basic** student inconsistently analyzes age-appropriate factors that create good stress and bad stress.

The **Below Basic** student does not meet the Basic performance level.

*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]

The **Advanced** student consistently demonstrates the ability to apply and analyze strategies to manage bad stress, and use good stress to motivate successful performance.

The **Proficient** student consistently demonstrates the ability to apply strategies to manage bad stress, and use good stress to motivate successful performance.

The **Basic** student inconsistently demonstrates the ability to apply strategies to manage bad stress, and use good stress to motivate successful performance.

The **Below Basic** student does not meet the Basic performance level.

8.HE.4.7 [This standard was removed by the 2021 Committee.]

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2021 Health WY Content & Performance Standards & PLDs

***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]**

The **Advanced** student accurately uses all components of a goal-setting process to set a short-term personal health goal and make a detailed plan for achieving it.

The **Proficient** student uses multiple criteria to set a short-term personal health goal and make a plan for achieving it.

The **Basic** student uses some criteria to set a short-term personal health goal and make a plan for achieving it.

The **Below Basic** student does not meet the Basic performance level.

8.HE.4.9 Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved. [Suggested Health Topics: ME, PA, NUT]

The **Advanced** student consistently monitors progress toward achieving a short-term personal health goal and analyzes, in detail, why it is achieved or not achieved.

The **Proficient** student consistently monitors progress toward achieving a short-term personal health goal and analyzes why it is achieved or not achieved.

The **Basic** student inconsistently monitors progress toward achieving a short-term personal health goal and analyzes why it is achieved or not achieved.

The **Below Basic** student does not meet the Basic performance level.

8.HE.4.10 Explain how individual, social, and cultural differences may increase bullying. [Suggested Health Topics: CEH, FAM, HSX, IPS, ME, NUT, PH, VPB]

The **Advanced** student consistently explains with supporting evidence how individual, social, and cultural differences may increase bullying.

The **Proficient** student consistently explains how individual, social, and cultural differences may increase bullying.

The **Basic** student inconsistently explains how individual, social, and cultural differences may increase bullying.

The **Below Basic** student does not meet the Basic performance level.

8.HE.4.11 Describe various forms of bullying and the roles (e.g., aggressor, bystander, victim, etc.) of all involved in bullying situations. [Suggested Health Topics: VPB, CEH, ME]

The **Advanced** student consistently describes various forms of bullying and analyzes the roles of all involved in bullying situations.

The **Proficient** student consistently describes various forms of bullying and the roles of all involved in bullying situations.

The **Basic** student inconsistently describes various forms of bullying and the roles of all involved in bullying situations.

The **Below Basic** student does not meet the Basic performance level.

8.HE.4.12 Analyze how prevention strategies (e.g., action or inaction) impact bullying. [Suggested Health Topics: VPB, CEH, ME]

The **Advanced** student consistently analyzes and demonstrates how prevention strategies impact bullying.

The **Proficient** student consistently analyzes how prevention strategies impact bullying.

The **Basic** student inconsistently analyzes how prevention strategies impact bullying.

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The **Below Basic** student does not meet the Basic performance level.

***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]

The **Advanced** student consistently describes and analyzes the impacts of bullying on physical, mental, emotional, and social health.

The **Proficient** student consistently describes the impacts of bullying on physical, mental, emotional, and social health.

The **Basic** student inconsistently describes the impacts of bullying on physical, mental, emotional, and social health.

The **Below Basic** student does not meet the Basic performance level.

***8.HE.4.14** Explain the relationship between physical, mental, emotional, and social health. [Suggested Health Topics: VPB, CEH, ME]

The **Advanced** student consistently explains and analyzes the relationship between physical, mental, emotional, and social health.

The **Proficient** student consistently explains the relationship between physical, mental, emotional, and social health.

The **Basic** student inconsistently explains the relationship between physical, mental, emotional, and social health.

The **Below Basic** student does not meet the Basic performance level.

2021 Health WY Content & Performance Standards & PLDs

Grade 9-12 Health Content & Performance Standards & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

1. HEALTH CONCEPTS, INFORMATION, PRODUCTS, AND RESOURCES

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

***12.HE.1.1** Locate and evaluate appropriate resources at school, in the community, and beyond that help to enhance health and prevent or reduce health risks. [Suggested Health Topics: PA, PH, ME, ATOD, HSX]

The **Advanced** student is able to locate and evaluate appropriate resources at school, in the community, and beyond that help to enhance health and prevent or reduce health risks using evidence and a rationale to support a conclusion.

The **Proficient** student is able to locate and evaluate appropriate resources at school, in the community, and beyond that help to enhance health and prevent or reduce health risks.

The **Basic** student is able to locate and evaluate appropriate resources at school, in the community, and beyond that help to enhance health and prevent or reduce health risks but provides limited evidence.

The **Below Basic** student does not meet the Basic performance level.

***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.

12.HE.1.3 Use criteria to evaluate claims about products that enhance health and prevent or reduce health risks. [Suggested Health Topics: NUT, PA, ATOD]

The **Advanced** student is able to use criteria to evaluate claims about products to enhance health and prevent or reduce health risks, and provides evidence to support a conclusion.

The **Proficient** student is able to use criteria to evaluate claims about products to enhance health and prevent or reduce health risks.

The **Basic** student is able to use criteria to evaluate claims about products to enhance health and prevent or reduce health risks but may have difficulty or need assistance with some criteria or evidence to support a conclusion.

The **Below Basic** student does not meet the Basic performance level.

12.HE.1.4 [This standard was removed by the 2021 Committee.]

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2021 Health WY Content & Performance Standards & PLDs

2. 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.2.1 Analyze the types of decisions that would be appropriate for a specific health-related situation. [Suggested Health Topics: ATOD, HSX, IPS]

The **Advanced** student consistently analyzes the types of decisions that would be appropriate for a specific health-related situation and provides a comprehensive rationale to support conclusions.

The **Proficient** student consistently analyzes the types of decisions that would be appropriate for a specific health-related situation.

The **Basic** student inconsistently analyzes the types of decisions that would be appropriate for a specific health-related situation.

The **Below Basic** student does not meet the Basic performance level.

***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.

12.HE.2.3 Apply a systematic decision-making process that includes evaluation of outcomes to self and others to prevent, reduce, or avoid health risks. [Suggested Health Topics: ATOD, HSX, IPS]

The **Advanced** student consistently applies a systematic decision-making process that includes evaluation of outcomes to self and others to prevent, reduce, or avoid health risks, providing comprehensive evidence to support a judgment and a 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 prevent, reduce, or avoid health risks.

The **Basic** student inconsistently applies a systematic decision-making process that includes evaluation of outcomes to self and others to prevent, reduce, or avoid health risks.

The **Below Basic** student does not meet the Basic performance level.

2021 Health WY Content & Performance Standards & PLDs

12.HE.2.4 Evaluate how peers, culture, media, and technology influence decisions students make about health practices and risk behaviors.

[Suggested Health Topics: HSX, ATOD, ME]

The **Advanced** student consistently provides a comprehensive evaluation about how peers, culture, media, and technology influence decisions students make about health practices and risk behaviors.

The **Proficient** student consistently evaluates how peers, culture, media, and technology influence decisions students make about health practices and risk behaviors.

The **Basic** student inconsistently evaluates how peers, culture, media, and technology influence decisions students make about health practices and risk behaviors.

The **Below Basic** student does not meet the Basic performance level.

12.HE.2.5 [This standard was removed by the 2021 Committee.]

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12.HE.2.6 [This standard was removed by the 2021 Committee.]

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12.HE.2.7 Apply a systematic problem-solving process to evaluate the evidence, claims, beliefs, and/or points of view about non-familiar health-related issues or problems. [Suggested Health Topics: ATOD, PA, NUT]

The **Advanced** student consistently applies a systematic problem-solving process to evaluate the evidence, claims, beliefs, and/or points of view about non-familiar health-related issues or problems, providing comprehensive evidence to support a judgment and a rationale to support conclusions.

The **Proficient** student consistently applies a systematic problem-solving process to evaluate the evidence, claims, beliefs, and/or points of view about non-familiar health-related issues or problems.

The **Basic** student inconsistently applies a systematic problem-solving process to evaluate the evidence, claims, beliefs, and/or points of view about non-familiar health-related issues or problems.

The **Below Basic** student does not meet the Basic performance level.

2021 Health WY Content & Performance Standards & PLDs

3. 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, ATOD, HSX, VPB]

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: PH, CEH]

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: ME, CEH, VPB, ATOD, HSX]

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.

2021 Health WY Content & Performance Standards & PLDs

***12.HE.3.4 Demonstrate the ability to use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.** [Suggested Health Topics: IPS, VPB, ME]

In addition to Proficient, the **Advanced** student evaluates the effectiveness of the demonstrated conflict resolution strategies.

The **Proficient** student consistently demonstrates the ability to use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

The **Basic** student inconsistently demonstrates the ability to use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

The **Below Basic** student does not meet the Basic performance level.

12.HE.3.5 Demonstrate the ability to use effective listening skills for a variety of purposes. [Suggested Health Topics: Any Health Topic]

In addition to Proficient, the **Advanced** student models effective listening skills.

The **Proficient** student consistently demonstrates the ability to use effective listening skills for a variety of purposes.

The **Basic** student inconsistently demonstrates the ability to use effective listening skills for a variety of purposes.

The **Below Basic** student does not meet the Basic performance level.

12.HE.3.6 [This standard was removed by the 2021 Committee.]

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12.HE.3.7 [This standard was removed by the 2021 Committee.]

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4. 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.4.1 Analyze how personal health affects self, others, and society. [Suggested Health Topics: CEH, PCD, PA]

In addition to Proficient, the **Advanced** student uses complete and accurate analysis.

The **Proficient** student is able to analyze how personal health affects self, others, and society.

The **Basic** student is able to analyze how personal health affects self, others, and society but may have difficulty or need assistance with some concepts.

The **Below Basic** student does not meet the Basic performance level.

2021 Health WY Content & Performance Standards & PLDs

***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.4.3 Evaluate the effectiveness of behaviors that prevent the spread of disease. [Suggested Health Topics: HSX, ATOD, PCD, FA]

The **Advanced** student is able to evaluate the effectiveness of behaviors that prevent the spread of disease using comprehensive evidence and a rationale to support conclusion(s).

The **Proficient** student is able to evaluate the effectiveness of behaviors that prevent the spread of disease.

The **Basic** student is able to evaluate the effectiveness of behaviors that prevent the spread of disease but may provide limited evidence.

The **Below Basic** student does not meet the Basic performance level.

12.HE.4.4 Explain signs of stress and how stress can affect health status. [Suggested Health Topics: ME, ATOD]

The **Advanced** student is able to explain signs of stress and how stress can affect health status providing comprehensive detail.

The **Proficient** student is able to explain signs of stress and how stress can affect health status.

The **Basic** student is able to explain signs of stress and how stress can affect health status but may provide limited detail.

The **Below Basic** student does not meet the Basic performance level.

12.HE.4.5 Analyze age-appropriate factors that create good stress and bad stress. [Suggested Health Topics: ME, ATOD, HSX]

The **Advanced** student is able to analyze age-appropriate factors that create good stress and bad stress providing comprehensive detail.

The **Proficient** student is able to analyze age-appropriate factors that create good stress and bad stress.

The **Basic** student is able to analyze age-appropriate factors that create good stress and bad stress but may have difficulty or need assistance with some factors.

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.

2021 Health WY Content & Performance Standards & PLDs

12.HE.4.7 [This standard was removed by the 2021 Committee.]

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12.HE.4.8 Use multiple criteria to set a long-term personal health goal and make a plan for achieving it. [Suggested Health Topics: ME, PA, NUT]

The **Advanced** student accurately uses all components of a goal-setting process to set a long-term personal health goal and make a comprehensive plan for achieving it.

The **Proficient** student uses multiple criteria to set a long-term personal health goal and make a plan for achieving it.

The **Basic** student uses some criteria to set a long-term personal health goal and make a plan for achieving it.

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.4.10 Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. [Suggested Health Topics: VPB, CEH, ME]

The **Advanced** student is able to evaluate strategies for being respectful of others and opposing stereotyping and prejudice, providing evidence and a rationale to support a conclusion.

The **Proficient** student is able to evaluate strategies for being respectful of others and opposing stereotyping and prejudice.

The **Basic** student is able to evaluate strategies for being respectful of others and opposing stereotyping and prejudice but may provide limited evidence to support a conclusion.

The **Below Basic** student does not meet the Basic performance level.

12.HE.4.11 [This standard was removed by the 2021 Committee.]

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2021 Health WY Content & Performance Standards & PLDs

12.HE.4.12 Demonstrate the ability to advocate for the prevention of violence and bullying. [Suggested Health Topics: VPB, CEH, ME]

The **Advanced** student is able to demonstrate the ability to use comprehensive and complex techniques to advocate for the prevention of violence and bullying.

The **Proficient** student is able to demonstrate the ability to advocate for the prevention of violence and bullying.

The **Basic** student is able to demonstrate the ability to advocate for the prevention of violence and bullying but may have difficulty or need assistance with some techniques.

The **Below Basic** student does not meet the Basic performance level.

12.HE.4.13 [This standard was removed by the 2021 Committee.]

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*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.

12.HE.4.15 Demonstrate the ability to respond appropriately to a variety of emergency situations. [Suggested Health Topics: ATOD, CEH, CPR, FA, FAM, IPS, ME, PCD, PH, VPB]

The **Advanced** student is able to demonstrate the ability to take the lead and respond appropriately to a variety of emergency situations when provided multiple, specific scenarios.

The **Proficient** student is able to demonstrate the ability to respond appropriately to a variety of emergency situations.

The **Basic** student is able to demonstrate the ability to respond appropriately to a variety of emergency situations but may have difficulty or need assistance with some situations.

The **Below Basic** student does not meet the Basic performance level.

2021 Health WY Content & Performance Standards & PLDs

Snapshot of the set of Health Performance Standards (PS).

The PS are the subset of Proficient PLDs found throughout this document in blue highlight.

GRADE K-2 PERFORMANCE STANDARDS

- *2.HE.1.1 The Proficient student identifies at least three people in and out of school who can help students improve their health and safety.
- *2.HE.2.2 The Proficient student consistently identifies how health-related choices affect self or others.
- *2.HE.2.5 The Proficient student consistently identifies problems at home and school that could affect health and safety.
- *2.HE.3.2 The Proficient student consistently identifies appropriate ways to communicate about health needs, wants, and feelings.
- *2.HE.3.4 The Proficient student consistently identifies appropriate ways to respond to unwanted situations.
- *2.HE.4.1 The Proficient student consistently identifies behaviors that improve or maintain personal health.
- *2.HE.4.3 The Proficient student consistently identifies behaviors that prevent the spread of disease.
- *2.HE.4.4 The Proficient student consistently identifies emotions and how they are linked to behaviors.
- *2.HE.4.10 The Proficient student describes ways people are similar and different.
- *2.HE.4.11 The Proficient student consistently recognizes how healthy and unhealthy behaviors affect self and others.

GRADE 3-5 PERFORMANCE STANDARDS

- *5.HE.1.1 The Proficient student consistently demonstrates the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks.
- *5.HE.2.7 The Proficient student consistently uses a decision-making process for a given health-related scenario.
- *5.HE.3.3 The Proficient student consistently demonstrates the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks.
- *5.HE.3.4 The Proficient student consistently describes how effective communication assists in conflict resolution.
- *5.HE.4.1 The Proficient student consistently explains behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks.
- *5.HE.4.6 The Proficient student consistently demonstrates the ability to manage stress and emotions in a socially acceptable manner.
- *5.HE.4.8 The Proficient student sets a short-term personal health goal and consistently reflects on individual progress.
- *5.HE.4.10 The Proficient student consistently describes how individual, social, and cultural differences make us unique, and demonstrates the ability to value/show respect for others.
- *5.HE.4.11 The Proficient student consistently defines various types of bullying, and the roles of the aggressor and bystanders in bullying situations.

GRADE 6-8 PERFORMANCE STANDARDS

- *8.HE.1.1 The Proficient student is able to 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.
- *8.HE.2.2 The Proficient student applies a systematic decision-making process that includes analysis of outcomes to enhance health and prevent, reduce, or avoid health risks.

2021 Health WY Content & Performance Standards & PLDs

- *8.HE.2.4** The **Proficient** student consistently analyzes how peers, culture, and media can influence decisions students make about health practices and risk behaviors.
- *8.HE.3.3** The **Proficient** student consistently demonstrates the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors.
- *8.HE.3.4** The **Proficient** student consistently describes negotiation and collaboration skills that enhance health and prevent or reduce health risks.
- *8.HE.4.6** The **Proficient** student consistently demonstrates the ability to apply strategies to manage bad stress, and use good stress to motivate successful performance.
- *8.HE.4.8** The **Proficient** student uses multiple criteria to set a short-term personal health goal and make a plan for achieving it.
- *8.HE.4.13** The **Proficient** student consistently describes the impacts of bullying on physical, mental, emotional, and social health.
- *8.HE.4.14** The **Proficient** student consistently explains the relationship between physical, mental, emotional, and social health.

GRADE 9-12 PERFORMANCE STANDARDS

- *12.HE.1.1** The **Proficient** student is able to locate and evaluate appropriate resources at school, in the community, and beyond that help to enhance health and prevent or reduce health risks.
- *12.HE.1.2** The **Proficient** student is able to use criteria to evaluate the validity of health information from a variety of sources.
- *12.HE.2.2** The **Proficient** student consistently applies a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health.
- *12.HE.3.1** 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.
- *12.HE.3.2** The **Proficient** student consistently demonstrates the ability to use effective communication techniques to advocate for personal and community health.
- *12.HE.3.3** 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.
- *12.HE.3.4** The **Proficient** student consistently demonstrates the ability to use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- *12.HE.4.2** The **Proficient** student demonstrates the ability to use a strategic approach to manage health risks and enhance health.
- *12.HE.4.9** 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.
- *12.HE.4.14** The **Proficient** student is able to analyze the relationship between physical, mental, emotional, and social health.