



Opportunity Through Education

Jillian Balow – *Superintendent of Public Instruction*

# **2021 HEALTH EDUCATION**

## **WYOMING CONTENT & PERFORMANCE STANDARDS (WYCPS)**

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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

**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, and 1 school dietitian, reviewed the then-current 2012 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. 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.

## 2021 Health WY Content & Performance Standards

### ORGANIZATION OF THE STANDARDS:

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

**Key: 2.HE.1.1 = 2<sup>nd</sup> Grade. Health Education. Domain 1. Standard 1**

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

**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.

**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 degree of understanding or demonstration of the knowledge and/or skill for a particular content standard. As such, they employ 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.

## 2021 Health WY Content & Performance Standards

### SUGGESTED HEALTH TOPICS:

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. 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.

The following Suggested Health Topics were added to this iteration, in addition to keeping those in the previous 2012 document: CPR, FA, and SP. The following Topics have designations only to the secondary level, grades 6-12: CPR, HSX, and SP.

### ACRONYMS FOR SUGGESTED HEALTH TOPICS

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

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## 2021 Health Wyoming Content & Performance Standards

### SPECIAL NOTES:

- The Wyoming State Board of Education and Wyoming Department of Education expect all public school districts to provide robust and ongoing training on suicide prevention for teachers, administrators, staff, and grade 6-12 students while also engaging the community. Preventing suicide is a collective responsibility of everyone in the school system as well as community leaders, health promotion organizations, health professionals, businesses, and parents, grandparents, and guardians. These resources provide a starting point, and school personnel are strongly encouraged to seek out other evidence-based practices and materials. The Health Standards Review Committee recommends educators reach out to their local community health partners who are invaluable resources when it comes to suicide and substance abuse topics.
- Health education includes both mental and physical health, and both are important and essential. Mental health is not simply the absence of mental illness but also encompasses wellness promotion; social, emotional, and behavioral health; and the ability to cope with life's challenges.

### RESOURCES:

- National Health Education Guidelines. U.S. Centers for Disease Control and Prevention: <https://www.cdc.gov/healthyschools/sher/standards/index.htm>
- CPR and First Aid. American Heart Association. <https://cpr.heart.org>
- List of [Suicide Prevention Education Materials](#) on the [WDE Health & Safety webpage](#).
- The 2014 Jason Flatt Act of Wyoming: [The Jason Foundation - Wyoming](#).

In 2014, the Wyoming legislature passed the Jason Flatt Act. Wyoming Statute **21-3-110 (a)(xxxi)** requires that at a minimum, staff members participate in eight hours of training every four years with two hours provided during a staff member's initial year (if prior training is absent). Schools may supplement this training with a variety of other activities and programs. **W.S. 21-2-202 (a)(xxv)** requires the State Superintendent of Public Instruction review and make suitable suicide prevention education materials available to school districts. Suitable suicide prevention education materials are educational programs that have been validated by the suicide prevention review team and are recommended by the State Superintendent of Public Instruction. Districts will internally track staff participation in suicide prevention training and ensure general compliance with the aforementioned suicide prevention statutes, including making training materials available to interested community members.

- The following are Health standards in which the Suggested Health Topic, Suicide Prevention (SP), can be incorporated. The SP Health Topics are designated only to the grade 6-12 standards. Connections to all Suggested Health Topics can be found on the next few pages, by grade band.  
**Grade band 6-8:** 8.HE.1.1; 8.HE.1.2; 8.HE.2.1; 8.HE.2.2; 8.HE.2.4; 8.HE.3.1; 8.HE.3.4; 8.HE.4.1; 8.HE.4.2; 8.HE.4.4; 8.HE.4.5; 8.HE.4.6; 8.HE.4.10; 8.HE.4.12; 8.HE.4.13; 8.HE.4.14  
**Grade band 9-12:** 12.HE.1.1; 12.HE.2.3; 12.HE.2.4; 12.HE.3.1; 12.HE.3.2; 12.HE.3.4; 12.HE.3.5; 12.HE.4.1; 12.HE.4.4; 12.HE.4.5; 12.HE.4.6; 12.HE.4.10; 12.HE.4.12; 12.HE.4.14; 12.HE.4.15
- The Wyoming Department of Education and Wyoming Game and Fish ensure that schools provide hunter education as an elective. As a result of 2020 Senate Enrolled Joint Resolution No. 1, this resource plus technical assistance are available to all schools. [[wgfd.wyo.gov/Education/Hunter-Education](http://wgfd.wyo.gov/Education/Hunter-Education)]

## 2021 Health Wyoming Content & Performance Standards

### LIST OF HEALTH STANDARDS WITHIN EACH SUGGESTED HEALTH TOPIC, BY GRADE

(\* denotes Performance Standard)

#### Elementary Grade Levels

|            | ATOD     | CEH        | FA        | FAM        | IPS       | ME        | NUT       | PA        | PCD       | PH        | VPB        |
|------------|----------|------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| <b>K-2</b> | 2.HE.2.1 | *2.HE.4.3  | 2.HE.1.3  | *2.HE.1.1  | *2.HE.1.1 | 2.HE.3.1  | *2.HE.4.1 | *2.HE.4.1 | *2.HE.1.1 | 2.HE.1.2  | 2.HE.1.3   |
|            | 2.HE.4.2 | *2.HE.4.11 | *2.HE.4.3 | 2.HE.2.4   | 2.HE.1.2  | *2.HE.3.2 | 2.HE.4.8  | 2.HE.4.8  | 2.HE.1.2  | 2.HE.2.4  | 2.HE.2.1   |
|            |          |            |           | 2.HE.3.1   | 2.HE.1.3  | *2.HE.4.4 |           |           | *2.HE.2.2 | *2.HE.2.5 | *2.HE.2.5  |
|            |          |            |           | *2.HE.3.2  | 2.HE.2.1  | 2.HE.4.6  |           |           | 2.HE.2.4  | 2.HE.3.1  | 2.HE.3.4   |
|            |          |            |           | *2.HE.4.10 | *2.HE.2.2 | *5.HE.3.4 |           |           | *2.HE.4.3 | *2.HE.3.2 | 2.HE.4.2   |
|            |          |            |           | *2.HE.4.11 | *2.HE.2.5 |           |           |           |           | 2.HE.3.4  | *2.HE.4.4  |
|            |          |            |           |            | 2.HE.3.4  |           |           |           |           | *2.HE.4.1 | 2.HE.4.6   |
|            |          |            |           |            | 2.HE.4.2  |           |           |           |           | *2.HE.4.3 | *2.HE.4.10 |
|            |          |            |           |            | 2.HE.4.6  |           |           |           |           | 2.HE.4.7  | *2.HE.4.11 |
|            |          |            |           |            |           |           |           |           |           | 2.HE.4.8  |            |

|            | ATOD      | CEH        | FA       | FAM       | G&D      | IPS       | ME         | NUT       | PA        | PCD       | PH        | VPB        |
|------------|-----------|------------|----------|-----------|----------|-----------|------------|-----------|-----------|-----------|-----------|------------|
| <b>3-5</b> | 5.HE.1.2  | 5.HE.4.3   | 5.HE.4.3 | 5.HE.3.1  | 5.HE.1.2 | *5.HE.2.7 | *5.HE.1.1  | *5.HE.1.1 | *5.HE.4.8 | 5.HE.2.1  | *5.HE.1.1 | *5.HE.2.7  |
|            | 5.HE.2.1  | *5.HE.4.11 |          | *5.HE.3.4 | 5.HE.3.2 | *5.HE.3.3 | 5.HE.1.3   | 5.HE.1.2  |           | 5.HE.2.4  | 5.HE.1.3  | 5.HE.3.1   |
|            | 5.HE.2.4  |            |          |           | 5.HE.3.5 | *5.HE.3.4 | 5.HE.3.2   | 5.HE.1.3  |           | 5.HE.2.5  | 5.HE.2.1  | *5.HE.3.3  |
|            | 5.HE.2.5  |            |          |           |          | 5.HE.3.5  | *5.HE.3.4  | 5.HE.2.1  |           | 5.HE.2.6  | 5.HE.2.4  | *5.HE.4.1  |
|            | 5.HE.2.6  |            |          |           |          | *5.HE.4.1 | *5.HE.4.1  | 5.HE.2.4  |           | *5.HE.2.7 | 5.HE.2.5  | 5.HE.4.4   |
|            | *5.HE.2.7 |            |          |           |          |           | 5.HE.4.4   | 5.HE.2.5  |           | 5.HE.3.2  | 5.HE.2.6  | *5.HE.4.10 |
|            | 5.HE.3.1  |            |          |           |          |           | *5.HE.4.6  | 5.HE.2.6  |           | 5.HE.4.3  | *5.HE.2.7 | *5.HE.4.11 |
|            | *5.HE.3.3 |            |          |           |          |           | *5.HE.4.10 | *5.HE.2.7 |           |           | *5.HE.3.3 |            |
|            | 5.HE.3.5  |            |          |           |          |           | *5.HE.4.11 | *5.HE.4.1 |           |           | *5.HE.3.4 |            |
|            | *5.HE.4.1 |            |          |           |          |           |            | *5.HE.4.8 |           |           | *5.HE.4.1 |            |
|            |           |            |          |           |          |           |            |           |           |           | 5.HE.4.3  |            |
|            |           |            |          |           |          |           |            |           |           |           | 5.HE.4.7  |            |
|            |           |            |          |           |          |           |            |           |           |           | *5.HE.4.8 |            |

ATOD Alcohol, Tobacco, and Other Drugs  
 CEH Community and Environmental Health  
 CPR Cardiopulmonary Resuscitation  
 FA First Aid  
 FAM Family Life

G&D Growth & Development  
 HSX Human Sexuality  
 IPS Injury Prevention and Safety  
 ME Mental and Emotional Health  
 NUT Nutrition

PA Physical Activity  
 PCD Prevention and Control of Disease  
 PH Personal Health  
 SP Suicide Prevention  
 VPB Violence Prevention and Bullying

## 2021 Health Wyoming Content & Performance Standards

### Middle School Grade Levels

|     | ATOD                                                                                                                    | CEH                                                                                                  | CPR       | FA                    | FAM                    | G&D       | HSX                                                                                                          | IPS                                            |
|-----|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------|-----------------------|------------------------|-----------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 6-8 | 8.HE.1.3<br>8.HE.2.1<br>*8.HE.2.4<br>8.HE.2.7<br>*8.HE.3.3<br>*8.HE.3.4<br>8.HE.4.2<br>8.HE.4.3<br>8.HE.4.4<br>8.HE.4.5 | 8.HE.2.7<br>8.HE.3.1<br>*8.HE.3.4<br>8.HE.4.10<br>8.HE.4.11<br>8.HE.4.12<br>*8.HE.4.13<br>*8.HE.4.14 | *8.HE.3.4 | *8.HE.3.4<br>8.HE.4.3 | *8.HE.3.4<br>8.HE.4.10 | *8.HE.3.4 | 8.HE.1.2<br>8.HE.1.3<br>*8.HE.2.4<br>*8.HE.3.3<br>*8.HE.3.4<br>8.HE.4.2<br>8.HE.4.3<br>8.HE.4.5<br>8.HE.4.10 | 8.HE.2.1<br>*8.HE.3.4<br>8.HE.4.2<br>8.HE.4.10 |

|     | ME                                                                                                                                                                  | NUT                                                                                                           | PA                                                                       | PCD                                                        | PH                                                                                    | SP                                                                                                                                                                                         | VPB                                                                                                   |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 6-8 | *8.HE.1.1<br>8.HE.1.2<br>*8.HE.2.2<br>*8.HE.2.4<br>*8.HE.3.4<br>8.HE.4.4<br>8.HE.4.5<br>8.HE.4.9<br>8.HE.4.10<br>8.HE.4.11<br>8.HE.4.12<br>*8.HE.4.13<br>*8.HE.4.14 | *8.HE.1.1<br>8.HE.1.3<br>8.HE.2.1<br>*8.HE.3.4<br>8.HE.4.1<br>*8.HE.4.6<br>*8.HE.4.8<br>8.HE.4.9<br>8.HE.4.10 | *8.HE.2.2<br>*8.HE.3.4<br>8.HE.4.1<br>*8.HE.4.6<br>*8.HE.4.8<br>8.HE.4.9 | *8.HE.2.2<br>8.HE.2.7<br>8.HE.3.1<br>*8.HE.3.4<br>8.HE.4.3 | *8.HE.1.1<br>8.HE.3.1<br>*8.HE.3.4<br>8.HE.4.1<br>*8.HE.4.6<br>*8.HE.4.8<br>8.HE.4.10 | *8.HE.1.1<br>8.HE.1.2<br>8.HE.2.1<br>*8.HE.2.2<br>*8.HE.2.4<br>8.HE.3.1<br>*8.HE.3.4<br>8.HE.4.1<br>8.HE.4.2<br>8.HE.4.4<br>8.HE.4.5<br>8.HE.4.10<br>8.HE.4.12<br>*8.HE.4.13<br>*8.HE.4.14 | 8.HE.1.2<br>*8.HE.3.3<br>*8.HE.3.4<br>8.HE.4.10<br>8.HE.4.11<br>8.HE.4.12<br>*8.HE.4.13<br>*8.HE.4.14 |

ATOD Alcohol, Tobacco, and Other Drugs

CEH Community and Environmental Health

CPR Cardiopulmonary Resuscitation

FA First Aid

FAM Family Life

G&amp;D Growth &amp; Development

HSX Human Sexuality

IPS Injury Prevention and Safety

ME Mental and Emotional Health

NUT Nutrition

PA Physical Activity

PCD Prevention and Control of Disease

PH Personal Health

SP Suicide Prevention

VPB Violence Prevention and Bullying

# 2021 Health Wyoming Content & Performance Standards

## High School Grade Levels

|      | ATOD                                                                                                                                                                                    | CEH                                                                                                                                     | CPR                     | FA                                   | FAM                     | G&D       | HSX                                                                                                                                              | IPS                                                                           |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------|-------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 9-12 | *12.HE.1.1<br>*12.HE.1.2<br>12.HE.1.3<br>12.HE.2.1<br>12.HE.2.3<br>12.HE.2.4<br>12.HE.2.7<br>*12.HE.3.1<br>*12.HE.3.3<br>12.HE.3.5<br>12.HE.4.3<br>12.HE.4.4<br>12.HE.4.5<br>12.HE.4.15 | *12.HE.2.2<br>*12.HE.3.1<br>*12.HE.3.2<br>*12.HE.3.3<br>12.HE.3.5<br>12.HE.4.1<br>12.HE.4.10<br>12.HE.4.12<br>*12.HE.4.14<br>12.HE.4.15 | 12.HE.3.5<br>12.HE.4.15 | 12.HE.3.5<br>12.HE.4.3<br>12.HE.4.15 | 12.HE.3.5<br>12.HE.4.15 | 12.HE.3.5 | *12.HE.1.1<br>*12.HE.1.2<br>12.HE.2.1<br>*12.HE.2.2<br>12.HE.2.3<br>12.HE.2.4<br>*12.HE.3.1<br>*12.HE.3.3<br>12.HE.3.5<br>12.HE.4.3<br>12.HE.4.5 | 12.HE.2.1<br>*12.HE.2.2<br>12.HE.2.3<br>*12.HE.3.4<br>12.HE.3.5<br>12.HE.4.15 |

|      | ME                                                                                                                                                                                                         | NUT                                                                                        | PA                                                                                                                   | PCD                                  | PH                                                                             | SP                                                                                                                                                                                                                    | VPB                                                                                                                                                                                                                                                                                                                                                                                              |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-12 | *12.HE.1.1<br>12.HE.2.4<br>*12.HE.3.1<br>*12.HE.3.3<br>*12.HE.3.4<br>12.HE.3.5<br>*12.HE.4.2<br>12.HE.4.4<br>12.HE.4.5<br>12.HE.4.8<br>*12.HE.4.9<br>12.HE.4.10<br>12.HE.4.12<br>*12.HE.4.14<br>12.HE.4.15 | *12.HE.1.2<br>12.HE.1.3<br>12.HE.2.7<br>12.HE.3.5<br>*12.HE.4.2<br>12.HE.4.6<br>*12.HE.4.9 | *12.HE.1.1<br>12.HE.1.3<br>12.HE.2.7<br>12.HE.3.5<br>12.HE.4.1<br>*12.HE.4.2<br>12.HE.4.6<br>12.HE.4.8<br>*12.HE.4.9 | 12.HE.4.1<br>12.HE.4.3<br>12.HE.4.15 | *12.HE.1.1<br>*12.HE.3.1<br>*12.HE.3.2<br>12.HE.3.5<br>12.HE.4.6<br>12.HE.4.15 | *12.HE.1.1<br>12.HE.2.3<br>12.HE.2.4<br>*12.HE.3.1<br>*12.HE.3.2<br>*12.HE.3.4<br>12.HE.3.5<br>12.HE.4.1<br>12.HE.4.4<br>12.HE.4.5<br>12.HE.4.8<br>12.HE.4.9<br>12.HE.4.10<br>12.HE.4.12<br>*12.HE.4.14<br>12.HE.4.15 | Alcohol, Tobacco, and Other Drugs<br>Community and Environment Health<br>Cardiopulmonary Resuscitation<br>First Aid<br>Family Life<br>Growth & Development<br>Human Sexuality<br>Injury Prevention and Safety<br>Mental and Emotional Health<br>Nutrition<br>Physical Activity<br>Prevention and Control of Disease<br>Personal Health<br>Suicide Prevention<br>Violence Prevention and Bullying |

## 2021 Health Wyoming Content & Performance Standards

### HOW TO READ THIS DOCUMENT

The WYCPS have 3 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 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.

### Grade K-2 Health Content & Performance Standards

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

1

#### 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]

3

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

**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: IPS, PCD, PH]

**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: FA, IPS, VPB]

## 2021 Health Wyoming Content & Performance Standards

### Grade K-2 Health Content & Performance Standards

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

**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: IPS, PCD, PH]

**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: FA, IPS, VPB]

#### 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: ATOD, IPS, VPB]

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

**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, PCD, PH]

**\*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: IPS, PH, VPB]

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

## 2021 Health Wyoming Content & Performance Standards

### 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: FAM, ME, PH]

**\*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: FAM, ME, PH]

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

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

### 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, PH, NUT]

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

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

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

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

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

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

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

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

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

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

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

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

## 2021 Health Wyoming Content & Performance Standards

### Grade 3-5 Health Content & Performance Standards

\*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, NUT, PH]

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.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: ATOD, G&D, NUT]

- 5.HE.1.3 Explain how products can enhance personal health (e.g., deodorant, toothpaste, etc.). [Suggested Health Topics: ME as related to self-esteem, NUT, PH]

#### 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]

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

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

- 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]

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

## 2021 Health Wyoming Content & Performance Standards

### 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: ATOD, FAM, VPB]
- 5.HE.3.2 Describe challenges that prevent effective communication. [Suggested Health Topics: G&D, ME, PCD]
- \*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 **Proficient** student consistently demonstrates the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks.
- \*5.HE.3.4** Describe how effective communication assists in conflict resolution. [Suggested Health Topics: FAM, IPS, ME, PH]  
The **Proficient** student consistently describes how effective communication assists in conflict resolution.
- 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, G&D, IPS]

### 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: ATOD, IPS, ME, NUT, PH, VPB]  
The **Proficient** student consistently explains behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks.
- 5.HE.4.3 Explain how behaviors prevent the spread of disease. [Suggested Health Topics: CEH, FA, PCD, PH]
- 5.HE.4.4 Describe situations that may cause stress. [Suggested Health Topics: ME, VPB]
- \*5.HE.4.6** Demonstrate the ability to manage stress and emotions in a socially acceptable manner (e.g., positive ways to express anger, alternatives to violence, etc.). [Suggested Health Topic: ME]  
The **Proficient** student consistently demonstrates the ability to manage stress and emotions in a socially acceptable manner.
- 5.HE.4.7 Explain the steps for creating a personal health goal. [Suggested Health Topic: PH]
- \*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: NUT, PA, PH]  
The **Proficient** student sets a short-term personal health goal and consistently reflects on individual progress.
- \*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: ME, VPB]  
The **Proficient** student consistently describes how individual, social, and cultural differences make us unique, and demonstrates the ability to value/show respect for others.

## 2021 Health Wyoming Content & Performance Standards

**\*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: CEH, ME, VPB]

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

### Grade 6-8 Health Content & Performance Standards

\*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, SP]

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

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

#### 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, SP]

**\*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, SP]

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

**\*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: ATOD, HSX, ME, SP]

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

## 2021 Health Wyoming Content & Performance Standards

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]

### 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: CEH, PCD, PH, SP]

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

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

### 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: NUT, PA, PH, SP]

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

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

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

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

**\*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: NUT, PA, PH, SP]

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** 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: NUT, PA, PH]

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

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, NUT, PA]

## 2021 Health Wyoming Content & Performance Standards

- 8.HE.4.10 Explain how individual, social, and cultural differences may increase bullying. [Suggested Health Topics: CEH, FAM, HSX, IPS, ME, NUT, PH, SP, VPB]
- 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: CEH, ME, VPB]
- 8.HE.4.12 Analyze how prevention strategies (e.g., action or inaction) impact bullying. [Suggested Health Topics: CEH, ME, SP, VPB]
- \*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: CEH, ME, SP, VPB]  
The **Proficient** student consistently describes the impacts of bullying on physical, mental, emotional, and social health.
- \*8.HE.4.14** Explain the relationship between physical, mental, emotional, and social health. [Suggested Health Topics: CEH, ME, SP, VPB]  
The **Proficient** student consistently explains the relationship between physical, mental, emotional, and social health.

## Grade 9-12 Health Content & Performance Standards

\*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: ATOD, HSX, ME, PA, PH, SP]  
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** Use criteria to evaluate the validity of health information from a variety of sources. [Suggested Health Topics: ATOD, HSX, NUT]  
The **Proficient** student is able to use criteria to evaluate the validity of health information from a variety of sources.
- 12.HE.1.3 Use criteria to evaluate claims about products that enhance health and prevent or reduce health risks. [Suggested Health Topics: ATOD, NUT, PA]

### 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]
- \*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: CEH, HSX, IPS]

## 2021 Health Wyoming Content & Performance Standards

The **Proficient** student consistently applies a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health.

- 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, SP]
- 12.HE.2.4** Evaluate how peers, culture, media, and technology influence decisions students make about health practices and risk behaviors. [Suggested Health Topics: ATOD, HSX, ME, SP]
- 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, NUT, PA]

### 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: ATOD, CEH, HSX, ME, PH, SP, VPB]

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** Demonstrate the ability to use effective communication techniques to advocate for personal and community health. [Suggested Health Topics: CEH, PH, SP]

The **Proficient** student consistently demonstrates the ability to use effective communication techniques to advocate for personal and community health.

- \*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: ATOD, CEH, HSX, ME, VPB,]

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

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

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

## 2021 Health Wyoming Content & Performance Standards

### 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, PA, PCD, SP]

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

The **Proficient** student demonstrates the ability to use a strategic approach to manage health risks and enhance health.

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

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

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

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

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, NUT, PA]

**\*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, NUT, PA]

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

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

**\*12.HE.4.14 Analyze the relationship between physical, mental, emotional, and social health.** [Suggested Health Topics: CEH, ME, SP, VPB]

The **Proficient** student is able to analyze the relationship between physical, mental, emotional, and social health.

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, SP, VPB]