



# Proposed 2023 Health and Safety

## Wyoming Content & Performance Standards (WYCPS)

Effective - XX, 2024

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

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

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

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

### Organization of the Standards:

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

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

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

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

### Acronyms For Suggested Health Topics

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

## Grade K-2 Health and Safety Content Standards

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### Health Information, Concepts, Products, and Resources

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

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

### Problem Solving and Decision Making

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

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

### Effective Communication

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

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

### Personal and Social Responsibility

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

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

## Grade 3-5 Health and Safety Content Standards

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### Health Information, Concepts, Products, and Resources

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

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

### Problem Solving and Decision Making

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

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

### Effective Communication

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

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

### Personal and Social Responsibility

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

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

## Grade 6-8 Health and Safety Content Standards

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### Health Information, Concepts, Products, and Resources

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

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

### Problem Solving and Decision Making

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

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

### Effective Communication

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

- 8.HE.3.3** 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]

### Personal and Social Responsibility

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

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

# Grade 9-12 Health and Safety Content & Performance Standards

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## Health Information, Concepts, Products, and Resources

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

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

[Suggested Health Topics: ATOD, HSX, NUT]

*The Proficient student* is able to use criteria to evaluate the validity of health information from a variety of sources.

## Problem Solving and Decision Making

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

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

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

## 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]

*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: ATOD, HSX, VPB]

*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: PH, CEH]

*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.

## Personal and Social Responsibility

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

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

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

- 12.HE.4.6** Evaluate the appropriateness of various strategies for managing stress in specific situations. [Suggested Health Topics: PA, NUT, PH]  
*The Proficient student* is able to evaluate the appropriateness of various strategies for managing stress in specific situations.
- 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 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.4.11** Describe the behaviors and warning signs of self-harm and suicidal ideation, explain how to communicate with someone in need, and explain how to seek help. [Suggested Health Topics: VPB, CEH, ME, SP]  
*The Proficient student* consistently describes the risk factors and warning signs of self-harm and suicidal ideation and explains how to communicate with someone in need and assist them in seeking help.
- 12.HE.4.12** Demonstrate the ability to advocate for acceptance of individual, social, and cultural differences. [Suggested Health Topics: VPB, CEH, ME]  
*The Proficient student* consistently demonstrates the ability to advocate for acceptance of individual, social, and cultural differences.
- 12.HE.4.14** Analyze the relationship between physical, mental, emotional, and social health. [Suggested Health Topics: VPB, CEH, ME]  
*The Proficient student* is able to analyze the relationship between physical, mental, emotional, and social health.