

**2014 WYOMING  
PHYSICAL EDUCATION  
CONTENT AND PERFORMANCE  
STANDARDS**

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**\*to be fully implemented in districts by the beginning of school year 2017-18**

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# 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

## RATIONALE

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The Wyoming Physical Education Standards Committee recognizes that a physically literate individual: (a) has learned the skills necessary to perform a variety of physical activities; (b) is physically fit; (c) does participate regularly in physical activity; (d) knows the implications of and benefits from involvement in physical activities; and (e) values physical activity and its contribution to a healthful lifestyle. These five major areas of focus that define what students should know and be able to do in physical education are key ingredients of quality physical education programs. Standards, as determined by the Committee, integrate the essential content, processes, and skills that students will need to master to become lifelong movers.

The Wyoming Physical Education Standards include 1) Movement Skills, 2) Fitness, and 3) Personal and Social Behavior. Basic movement skills, essential knowledge and understanding of physical activity and fitness, and the building blocks of personal and social behavior are introduced at the kindergarten-second grade span. Competency in movement skills and patterns for successful movement performance and the understanding of the benefits of physical activity and fitness, while developing responsible interactions with others, are further emphasized at the third-fifth grade span. Students who do not master these skills by the fifth grade level are unlikely to become lifelong movers. While developmental differences will result in some variance among young children, a failure to achieve these skills by the end of fifth grade is an occurrence of serious educational and health concerns.

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

In 2012, a committee of teachers was formed to begin a two year revision process of the Physical Education Standards. Because the changes to the 2008 standards document were not substantive, diligence was taken to fully evaluate and revise the entire document during the 2012-2014 revision process. Updates reflected the same aspects reviewed in 2008 (see Historical Background, pg. 44).

The following occurred:

- The decision was made to separate the grade spans into K-2, 3-5, 6-8, and 9-12.
- The same three standards were retained for overarching review.
- The National Physical Education Standards were presented by Dr. Tristan Wallhead, Ph.D., University of Wyoming. He informed the committee of the trends and changes at the national level and where the Wyoming standards fit into the National Standards.
- Since Common Core Literacy Standards are required in each content area, the group identified the benchmarks that *may* apply.

- Vertical and horizontal alignment was assured for the entire document.
- *Suggested activities* were provided in each benchmark as clarification for where they *may* fit into the curriculum.
- Performance levels were reduced from four to three.

## **ORGANIZATION OF STANDARDS**

Standards specify the essential learning that students must master. They provide a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum rather than prescribing courses, materials, or instructional methodology. Teachers ensure that students achieve standards by using a range of instructional strategies that they select based on their students' needs. The Physical Fitness Content and Performance Standards are identified for grade spans K-2, 3-5, 6-8, and 9-12 with benchmarks at grades two, five, eight, and twelve. Terms used in this document are defined below and in the glossary starting on page 39 of this document.

**Content Standards:** These statements define what students are expected to know and be able to do by the time they graduate. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered.

**Benchmarks:** These statements specify what students are expected to know and be able to do at the end of each of the benchmark grade levels, in this document, grades 2, 5, 8, and 12. These benchmark standards specify the skills and content students must master along the way in order to reach the content standards by the time they graduate. An overview of the three standards with benchmarks starts on page 13. A more in-depth look at each standard, the benchmarks with examples, and the performance level descriptors divided into grade spans starts on page 17.

**Performance Level Descriptors:** These statements describe how well students must perform the benchmark standards. The “proficient” level is required to meet the standards. The level descriptors help teachers judge where students are performing in relation to the standards. A general definition of each level is provided below.

**Advanced:** Students who perform at the advanced level demonstrate advanced motor skills. Students apply in-depth knowledge and understanding of physical activity and fitness. Students demonstrate high level personal and social behaviors in a variety of physical activities and settings.

**Proficient:** Students who perform at the proficient level demonstrate basic motor skills. Students apply knowledge and understanding of physical activity and fitness. Students demonstrate proficient personal and social behaviors in a variety of physical activities and settings.

**Non-proficient:** Students who perform below the proficient level demonstrate rudimentary motor skills, knowledge of physical activity and fitness, and personal and social behaviors. Students who perform at the non-proficient level may require additional support.

The Committee recognizes that students at the high school level may only enroll in one physical education course during their freshman, sophomore, junior, or senior year. The standards and benchmarks identified at twelfth grade are intended for all students regardless of the number of physical education courses taken. Districts need to ensure that students are able to demonstrate mastery of the designated culminating skills and knowledge not later than the end of twelfth grade. For a few students, such mastery will constitute a significant challenge. However, these are the skills and knowledge deemed essential.

Although standards are specified for benchmark levels, all grades prior to those designated are regarded as responsible to the benchmark level above them. For example, kindergarten through second grade teachers, parents, and students work toward the achievement of the second grade benchmark standards. Third grade through fifth grade teachers, parents, and students work toward the achievement of the fifth grade benchmark standards. Sixth grade through eighth grade teachers, parents, and students work toward the achievement of the eighth grade benchmark standards. Ninth grade through twelfth grade teachers, parents, and students work toward the achievement of the twelfth grade benchmark standards. Success at each benchmark level requires the effort and commitment of all who prepare for that level. Local district standards are already specified for grade and course levels leading to these benchmarks. These intervening standards and supporting curricula describe the enabling skills and content necessary to meet the benchmarks. Teachers, parents, and students must be aware of the requirements at the next level even as they prepare for the current level so that prerequisite skills are introduced and experienced over time. They must also be aware of the requirements at the previous level so that they continue to practice and apply the skills that have already been mastered.

## STANDARDS

The standards have been organized into three major standards: movement, fitness, and personal and social behavior. Rationale is provided for each of these strands.

**MOVEMENT: The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.** This standard concerns the development of (a) movement competence and proficiency, and (b) the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. Movement competence/literacy implies the development of sufficient ability to actively participate in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, and striking) that are further refined, combined, and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, and catching with a glove) are used in increasingly more complex movement environments (e.g., more players or participants, rules, and strategies) through the middle school years. High school students regularly participate in a variety of activities, including creating their own movement patterns for regular participation within which proficiency will be developed. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills in at least two or three areas.

The second part of the standard is about the learner using cognitive information to understand and enhance motor skill acquisition and performance including the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics, and exercise physiology. Specifically, this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning; and therefore more regular and effective participation in physical activity. During the lower elementary years, emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., space, effort, relationships, and fundamental manipulative skills). Through the upper elementary and middle school years an emphasis is placed on applying and generalizing these concepts to real life physical activity situations (e.g., body control and movement patterns, use of manipulative and locomotor skills, and basic tactics and principles). During the high school years, the student should possess sufficient knowledge of concepts to independently and routinely use and evaluate a wide variety of increasingly complex activities (e.g., performance trends associated with learning specialized motor skills, movement patterns, and individual, dual, and lifetime activities). By graduation, the students should have developed sufficient knowledge and ability to independently use their knowledge to develop and evaluate new skills while continuing to refine existing ones.

**FITNESS: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.** The intent of this standard is for the student to achieve (a) a health-enhancing level of physical fitness and (b) to establish patterns of regular participation in meaningful physical activity. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for personal health, work situations, and active leisure participation. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels, rather than setting a single standard for all children at a given grade level. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, the importance of each in overall fitness, and will begin creating a physical fitness plan. Secondary students are able to design, develop, and evaluate an appropriate personal fitness program that enables them to achieve desired levels of fitness. The student thus should have both the ability and willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle.

The second part of this standard is about establishing patterns of regular participation in meaningful physical activity. This should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have opportunities to develop interests that are personally meaningful to them. Young children should learn to enjoy physical activity. They should participate in developmentally appropriate activities that help them develop movement competence. They should also be encouraged to participate in vigorous and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness

of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well-being; and a comprehensive perspective on the meaning of the idea of a healthy lifestyle.

**PERSONAL AND SOCIAL BEHAVIOR: The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.** The intent of this standard is achievement of self-initiated behaviors that promote personal and group success amongst people of diverse characteristics and backgrounds in physical activity settings and the development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Promoting personal and group success in activity settings includes safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Achievement of a learner's personal and social development in the lower elementary grades begins with recognition of classroom rules and procedures and a focus on safety. Students learn to work independently and with a partner. In the upper elementary levels, students learn to work independently, with a partner, and in small groups. In the middle school, students identify the purposes of rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings.

This standard also addresses the need for learners to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, and shape), gender, race, and socioeconomic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle school, students participate cooperatively in physical activity with persons of diverse characteristics and background. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

Developing an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning is the third thread of this standard. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout the lifespan. Elementary school children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.

## PERFORMANCE LEVEL DESCRIPTORS

### Grade 2

**Advanced:** Students at the advanced level consistently identify and demonstrate movement concepts and critical cues/characteristics of fundamental movement skills and independently apply them in developmentally appropriate movement activities. They consistently identify current levels of health-related fitness, health benefits of physical activity, and the health-related fitness components. Students consistently are actively engaged in physical activities that meet most requirements for improving health. They consistently follow procedures and safe practices in physical activity settings. Students independently demonstrate socially responsible behavior and actively engage themselves in a variety of physical activities. They explain self-benefits and positive social interactions through actively participating in physical activity.

**Proficient:** Students at the proficient performance level frequently identify and demonstrate movement concepts and critical cues/characteristics of fundamental movement skills and usually apply them in developmentally appropriate movement activities. They frequently identify current levels of health-related fitness, health benefits of physical activity, and the health-related fitness components. Students are generally actively engaged in physical activities that meet most requirements for improving health. They frequently follow procedures and safe practices in physical activity settings. Students generally demonstrate socially responsible behavior and engage themselves in a variety of physical activities. They express self-benefits and positive social interactions through actively participating in physical activity.

**Non-proficient:** Students at the non-proficient performance level inconsistently identify and demonstrate movement concepts and critical cues/characteristics of fundamental movement skills and rarely apply them in developmentally appropriate movement activities. They rarely identify current levels of health-related fitness, health benefits of physical activity, and the health-related fitness components. Students are rarely engaged in physical activities that meet most requirements for improving health. They inconsistently or fail to follow procedures and safe practices in physical activity settings. Students are unable or unwilling to demonstrate socially responsible behavior and engage themselves in a variety of physical activities. They are unable to express self-benefits and positive social interactions through participating in physical activity.



## PERFORMANCE LEVEL DESCRIPTORS

### Grade 5

**Advanced:** Students at the advanced level consistently identify and demonstrate movement concepts and critical cues/characteristics of fundamental movement skills and independently apply them in developmentally appropriate movement activities while in an open environment. They consistently demonstrate and explain basic tactics and principles in a variety of activities. They consistently assess current levels of health-related fitness and analyze fitness results in terms of health-related components. They consistently describe the relationship between types of physical activities and health benefits. They consistently are actively engaged in physical activities that meet most requirements for improving health and identify a wide variety of technological and fitness resources that improve personal fitness. Students demonstrate an in-depth understanding of rules and procedures and independently apply those rules and procedures in physical activity settings. They consistently demonstrate positive intrapersonal characteristics and constructive interpersonal relationships while engaging in physical activities.

**Proficient:** Students at the proficient level frequently identify and demonstrate movement concepts and critical cues/characteristics of fundamental movement skills and usually apply them in developmentally appropriate movement activities while in an open environment. They regularly demonstrate and explain basic tactics and principles in a variety of activities. Students frequently assess current levels of health-related fitness and analyze fitness results in terms of health-related components. They usually describe the relationship between types of physical activities and health benefits. They generally are actively engaged in physical activities that meet most requirements for improving health and identify a variety of technological and fitness resources that improve personal fitness. Students demonstrate an understanding of rules and procedures and apply those rules and procedures in physical activity settings. They frequently demonstrate positive intrapersonal characteristics and constructive interpersonal relationships while engaging in physical activities.

**Non-proficient:** Students at the non-proficient level inconsistently identify and demonstrate movement concepts and critical cues/characteristics of fundamental movement skills and rarely apply them in developmentally appropriate movement activities while in an open environment. They inconsistently demonstrate and explain basic tactics and principles in a variety of activities. They rarely assess current levels of health-related fitness and analyze fitness results in terms of health-related components. They seldom describe the relationship between types of physical activities and health benefits. They rarely are actively engaged in physical activities that meet most requirements for improving health and identify a variety of technological and fitness resources that improve personal fitness. They fail to demonstrate understanding of rules and procedures and/or apply those rules and procedures in physical activity settings. Students seldom demonstrate positive intrapersonal characteristics and constructive interpersonal relationships while engaging in physical activities.

## PERFORMANCE LEVEL DESCRIPTORS

### Grade 8

**Advanced:** Students at the advanced performance level consistently make connections between movement skills, rules, strategies, and tactics of modified specialized skill activities. They demonstrate all specialized movement skills in a variety of developmentally appropriate physical activities. They consistently analyze a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime). They independently create and monitor a personal fitness plan. Students consistently differentiate the benefits of an individual, team, indoor, or outdoor activity as it relates to personal fitness. They consistently apply the FITT principle to short-term fitness goals. Valid characteristics of fitness products and technology are recognized and an explanation of the use and purpose is expressed in-depth. They consistently are actively engaged in physical activity that meets requirements for improving health. They demonstrate an in-depth understanding of rules and procedures and independently apply those rules and procedures in physical activity settings. They independently exhibit positive intrapersonal characteristics and consistently engage constructively in appropriate interpersonal relationships appropriate for a variety of physical activity settings.

**Proficient:** Students at the proficient level usually make connections between movement skills, rules, strategies, and tactics of modified specialized skill activities. They demonstrate most critical skill cues when performing specialized movement skills in a variety of developmentally appropriate physical activities. Students frequently analyze a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime). They create and monitor a personal fitness plan in terms of health-related fitness components, with assistance. They consistently differentiate the benefits of an individual, team, indoor, or outdoor activity as it relates to personal fitness. Students frequently apply the FITT principle to short-term fitness goals. Some valid characteristics of fitness products and technology are recognized and an explanation of use and purpose is accurately expressed. They generally are actively engaged in physical activity that meets requirements for improving health. They demonstrate an understanding of rules and procedures and apply those rules and procedures in physical activity settings. They regularly exhibit positive intrapersonal characteristics and engage constructively in appropriate interpersonal relationships appropriate for a variety of physical activity settings.

**Non-proficient:** Students at the non-proficient level inconsistently make connections between movement skills, rules, strategies, and tactics of modified specialized skill activities. They rarely demonstrate critical skill cues when performing specialized movement skills in a variety of developmentally appropriate physical activities. They rarely compare and contrast different movement patterns for a variety of activities. They inconsistently analyze a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime). Students performing at the non-proficient level are unable or unwilling to create and monitor a personal fitness plan in terms of health-related fitness components. They fail to differentiate the benefits of an individual, team, indoor, or outdoor activity as it relates to personal fitness. Students rarely apply the FITT principle to short-term fitness goals. Some valid characteristics of fitness products and technology are recognized, but an explanation of use and purpose is inaccurately expressed. They are rarely engaged in physical activity that meets requirements for improving health. Students fail to demonstrate understanding or apply rules and procedures in physical activity settings. They inconsistently or are unable to exhibit positive intrapersonal characteristics and rarely engage constructively in appropriate interpersonal relationships appropriate for a variety of physical activity settings.

## PERFORMANCE LEVEL DESCRIPTORS

### Grade 12

**Advanced:** Students at the advanced level consistently explain specialized movement skills, concepts, rules, strategies, and tactics and apply them while performing specialized movement activities. They apply complex rules and strategies in specialized skill activities. An in-depth practice plan (what, when, where, and how) is presented to facilitate performance improvement. They consistently evaluate a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime). Students independently create, monitor, and evaluate a personal fitness plan in terms of the health-related fitness components and principles. They consistently identify the health benefits from various physical activities. They provide an in-depth critique on the value and validity of technological fitness products and resources related to fitness literacy. Students consistently are actively engaged in physical activity that meets requirements for improving health. They independently model and monitor adherence to protocol in physical activity settings. Students consistently use physical activity to improve positive intrapersonal characteristics and independently initiate constructive interpersonal relationships appropriate for a variety of physical activity settings.

**Proficient:** Students at the proficient performance level frequently explain specialized movement skills, concepts, rules, and strategies and apply them while performing specialized movement activities. They apply most complex rules and strategies in a few specialized skill activities. A basic practice plan is presented to facilitate performance improvement. Students frequently evaluate a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime). With assistance, students create, monitor, and evaluate a personal fitness plan in terms of the health-related fitness components and principles. They generally identify the health benefits from various physical activities. They usually critique the value and validity of technological fitness products and resources related to fitness literacy. They are actively engaged in physical activity that meets requirements for improving health. Students usually model and monitor adherence to protocol in physical activity settings. They generally use physical activity to improve positive intrapersonal characteristics and frequently initiate constructive interpersonal relationships appropriate for a variety of physical activity settings.

**Non-proficient:** Students at the non-proficient level have difficulty explaining fundamental movement skills, concepts, rules, and strategies and rarely apply them while performing specialized movement activities. They have difficulty applying complex rules and strategies in a few specialized skill activities. A limited practice plan is presented to facilitate performance improvement. Students rarely evaluate a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime). Students are unable to create, monitor, and evaluate a personal fitness plan in terms of the health-related fitness components and principles. They rarely identify the health benefits from various physical activities. They fail to critique the value and validity of technological fitness products and resources related to fitness literacy. Students rarely engage in physical activity that meets requirements for improving health. They fail to model or monitor and/or adhere to protocol in physical activity settings. They seldom use physical activity to improve positive intrapersonal characteristics and rarely initiate constructive interpersonal relationships appropriate for a variety of physical activity settings.

**Connections to the Common Core State Standards for Literacy in History, Science, and  
Technical Subjects: Standards Coding for English/Language Arts & Math**

<b>Content Standard</b>	<b>CCSS Coding</b>	<b>Stands for</b>	<b>Where You'll Find It</b>
ELA	R.CCR.9 W.CCR.1	Reading / Writing College- and Career-Ready Anchor Standard  <b>Example:</b> R.CCR.9 = Reading, Individual College and Career Readiness (CCR) Anchor Standard, Standard 9	<a href="#">Language Arts Standards - CCSS ELA</a> pages, after the introduction  (Reading - CCR, K-5 pg. 10; Gr. 6-12 pg. 35) (Writing - CCR, K-5 pg. 18; Gr. 6-12 pg. 41)
Reading	RL.3.2 RI.4.3	Reading of Literature, Gr. 3 Reading for Information, Gr. 4  <b>Example:</b> RI.4.3 = Reading, Informational Text, Grade 4, Standard 3	<a href="#">Language Arts Standards - CCSS ELA</a> pages, after the introduction  (K-5 pp. 11-12; Gr. 6-12 pp. 36-38) (K-5 pp.13-14; Gr. 6-12 pp. 39-40)
Writing	W.5.1a	Writing, Gr. 5  <b>Example:</b> W.5.1a Writing, Grade 5, Standard 1a	<a href="#">Language Arts Standards - CCSS ELA</a> pages, after the introduction  (K-5 pp. 19-21; Gr. 6-12 pp. 42-47)
Literacy Standards for History, Science, & Technical Subjects	RHST.CCR.2  RH.9-10.3 RST.11-12.3  WHST.CCR.2 WHST.9-10.3	Reading for History/S.S., Science, & Technical Subjects), CCR Anchor Standard #2 Reading Lit. in History, Gr. 9-10 Reading Lit. in Science & Technical Subjects, Gr. 11-12  <b>Example:</b> RST.6-8.3 = Reading, Science and Technical Text, Grade 6-8, Standard 3	<a href="#">Language Arts Standards - CCSS ELA</a> pages, after the introduction (Gr. 6-12) (Reading - CCR pg. 60) (Reading - History pg. 61) (Reading - Science & Technical Subjects (RST) pg. 62) (Writing - CCR pg. 63) (Writing for Literacy in History, Science, & Technical Subjects (WHST) pp. 64-66)
Math	MP.2 7.G.A.2	Math Practice #2 7 <sup>th</sup> Grade Geometry  <b>Example:</b> 4.MD.A.2 = 4 <sup>th</sup> Grade Math, Measurement & Data Domain, 1 <sup>st</sup> Cluster Heading, Standard 2	<a href="#">Mathematics Standards – CCSS Math</a> pages, after the introduction  (K-12 pp. 10-83)

All Standards Documents can be found on the Wyoming Department of Education Standards Page at <http://edu.wyoming.gov/educators/standards/>.

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>			
<b>1. MOVEMENT</b>			
The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.			
<b>GRADE SPAN BENCHMARKS</b>			
<b>GRADE K-2</b>	<b>GRADE 3-5</b>	<b>GRADE 6-8</b>	<b>GRADE 9-12</b>
PE 2.1.1 Students demonstrate fundamental locomotor skills.	PE 5.1.1 Students combine locomotor and body control skills into movement patterns.	PE 8.1.1 Students demonstrate movement skills and patterns in a variety of activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	PE 12.1.1 Students demonstrate combined movement skills and patterns in specialized settings.  *(CCSS ELA-Literacy RST.9-12.3,4,9)
PE 2.1.2 Students demonstrate fundamental body control skills.	PE 5.1.2 Students demonstrate a combination of body control skills.	PE 8.1.2 Students demonstrate critical elements of specialized manipulative skills in modified team activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	PE 12.1.2 Students demonstrate specialized manipulative skills in team activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)
PE 2.1.3 Students demonstrate developing control of fundamental manipulative skills.	PE 5.1.3 Students apply fundamental manipulative skills in a variety of physical activities.	PE 8.1.3 Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	PE 12.1.3 Students demonstrate specialized skills in individual, dual, or lifetime activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)
PE 2.1.4 Students demonstrate fundamental movement concepts related to space, effort, and relationships.	PE 5.1.4 Students demonstrate and apply basic tactics and principles of movement.	PE 8.1.4 Students apply tactical concepts and performance principles in modified team activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	PE 12.1.4 Students apply specialized tactical concepts and performance principles in team activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)
PE 2.1.5 Students identify critical elements of fundamental locomotor skills.	PE 5.1.5 Students explain critical elements of locomotor skills.	PE 8.1.5 Students apply tactical concepts and performance principles in individual, dual, or lifetime activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	PE 12.1.5 Students apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)

\*This coding refers to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. These Literacy Standards can be found at <http://edu.wyoming.gov/educators/standards/physical-education/>. These are suggestions.

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD 1. MOVEMENT (continued)</b>			
<b>GRADE K-2</b>	<b>GRADE 3-5</b>	<b>GRADE 6-8</b>	<b>GRADE 9-12</b>
PE 2.1.6 Students identify critical elements of fundamental body control skills.	PE 5.1.6 Students explain critical elements of body control skills.	PE 8.1.6 S Students compare and contrast skills used for different movement patterns.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	PE 12.1.6 Students evaluate specialized skills used by self/others in team activities.  *(CCSS ELA-Literacy RST.9-12.3,4,7,9)
PE 2.1.7 Students identify critical elements of fundamental manipulative skills.	PE 5.1.7 Students explain critical elements of fundamental manipulative skills.	PE 8.1.7 Students analyze critical elements of specialized skills in a variety of activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	PE 12.1.7 Students evaluate specialized skills used by self/others in individual, dual, or lifetime activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)
PE 2.1.8 Students identify critical elements of fundamental movement concepts related to space, effort, and relationships.	PE 5.1.8 Students explain basic tactics and principles of movement.	PE 8.1.8 Students analyze the use of strategies and tactics in a variety of physical activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	PE 12.1.8 Students evaluate the use of specialized strategies and tactics in a variety of physical activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)

\*This coding refers to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. These Literacy Standards can be found at <http://edu.wyoming.gov/educators/standards/physical-education/>. These are suggestions.

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>			
<b>2. FITNESS</b>			
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
<b>GRADE SPAN BENCHMARKS</b>			
<b>GRADE K-2</b>	<b>GRADE 3-5</b>	<b>GRADE 6-8</b>	<b>GRADE 9-12</b>
PE 2.2.1 Students identify current levels of personal health-related fitness.	PE 5.2.1 Students assess current levels of personal health-related fitness.	PE 8.2.1 Students create and monitor a personal plan using current levels of fitness and physical activity.  *(CCSS ELA-Literacy WHST.6-8.2,4,5,6,7,8,9) (CCSS ELA-Literacy RST.6-8.3)	PE 12.2.1 Students create, monitor, and evaluate a personal plan using current levels of fitness and physical activity.  *(CCSS ELA-Literacy WHST.9-12.2,4,5,6,7,8,9) (CCSS ELA-Literacy RST.9-12.3)
PE 2.2.2 Students identify the health benefits of physical activity.	PE 5.2.2 Students define the health benefits of physical activity.	PE 8.2.2 Students differentiate the health benefits associated with a variety of physical activities.  *(CCSS ELA-Literacy WHST.6-8.7,8,9) (CCSS ELA-Literacy RST.6-8.4)	PE 12.2.2 Students evaluate the health benefits of a variety of physical activities  *(CCSS ELA-Literacy WHST.9-12.7,8,9) (CCSS ELA-Literacy RST.9-12.4)
PE 2.2.3 Students identify the principles, components, and practices of health-related fitness.	PE 5.2.3 Students explain the principles, components, and practices of health-related fitness.	PE 8.2.3 Students apply the principles, components, and practices of health-related fitness to improve short-term fitness goals.  *(CCSS ELA-Literacy RST.6-8.4)	PE 12.2.3 Students create, monitor, and evaluate a plan applying the principles and components of health-related fitness.  *(CCSS ELA-Literacy WHST.9-12.2,4,5,6,7,8,9) (CCSS ELA-Literacy RST.9-12.4)
PE 2.2.4 Students engage in a variety of physical activities that will enhance health-related fitness.	PE 5.2.4 Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).	PE 8.2.4 Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).	PE 12.2.4 Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).
	PE 5.2.5 Students recognize valid characteristics of fitness-related products technology and resources.	PE 8.2.5 Students explain valid characteristics of fitness-related products, technology, and resources related to fitness literacy.  *(CCSS ELA-Literacy WHST.6-8.4,6,7,8,9) (CCSS ELA-Literacy RST.6-8.4,8,9)	PE 12.2.5 Students will use criteria to critique fitness-related products, technology, and resources related to fitness literacy.  *(CCSS ELA-Literacy WHST.9-12.4,6,7,8,9) (CCSS ELA-Literacy RST.9-12.4,8,9)

\*This coding refers to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. These Literacy Standards can be found at <http://edu.wyoming.gov/educators/standards/physical-education/>. These are suggestions.

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>			
<b>3. PERSONAL AND SOCIAL BEHAVIOR</b>			
The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.			
<b>GRADE SPAN BENCHMARKS</b>			
<b>GRADE K-2</b>	<b>GRADE 3-5</b>	<b>GRADE 6-8</b>	<b>GRADE 9-12</b>
PE 2.3.1 Students know and follow procedures and safe practices.	PE 5.3.1 Students understand the purpose of and apply appropriate rules, procedures, and safe practices in physical activity setting.	PE 8.3.1 Students develop and apply appropriate rules, safe practices, and procedures in physical activity settings.	PE 12.3.1 Students demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings.
PE 2.3.2 Students demonstrate socially responsible behavior in physical activity settings.	PE 5.3.2 Students interact and communicate positively with others.	PE 8.3.2 Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.	PE 12.3.2 Students initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.
PE 2.3.3 Students exhibit persistence when participating in a variety of physical activities.	PE 5.3.3 Students participate in and explain physical activities that promote self-challenge and enjoyment.	PE 8.3.3 Students engage in challenging experiences that develop confidence and independence.  *(CCSS ELA-Literacy WHST.6-8.10)	PE 12.3.3 Students use physical activity to promote personal growth, goal setting, and enjoyment.  *(CCSS ELA-Literacy WHST.9-10.10)
PE 2.3.4 Students discover that physical activities promote self-expression and positive social interaction.	PE 5.3.4 Students participate in physical activities that promote self-expression and social and group interaction.	PE 8.3.4 Students engage in physical activities that promote self-expression and provide opportunities for social and group interaction.  *(CCSS ELA-Literacy WHST.6-8.10)	PE 12.3.4 Students pursue physical activities that promote self-expression and provide opportunities for social and group interaction.  *(CCSS ELA-Literacy WHST.9-10.10)

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## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>		
<b>1. MOVEMENT</b>		
The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.		
<b>CODE</b>	<b>GRADE 2 BENCHMARKS</b>	<b>EXAMPLES</b>
PE 2.1.1	Students demonstrate fundamental locomotor skills.	<ul style="list-style-type: none"> <li>• Walk and run</li> <li>• Leap, hop, and jump</li> <li>• Skip, gallop, and slide</li> <li>• Chase, flee, and dodge</li> </ul>
PE 2.1.2	Students demonstrate fundamental body control skills.	<ul style="list-style-type: none"> <li>• Turn, twist, and roll</li> <li>• Balance, transfer weight, and land</li> <li>• Stretch and curl</li> <li>• Move on, over, under, and around equipment/apparatus with purpose, control, and balance</li> <li>• Perform combinations or rolling and balance skills</li> </ul>
PE 2.1.3	Students demonstrate developing control of fundamental manipulative skills.	<ul style="list-style-type: none"> <li>• Throw to a stationary target</li> <li>• Catch a ball before it bounces twice</li> <li>• Kick a stationary object</li> <li>• Volley an object</li> <li>• Roll a ball at a stationary object</li> <li>• Dribble in place</li> </ul>
PE 2.1.4	Students demonstrate fundamental movement concepts related to space, effort, and relationships.	<ul style="list-style-type: none"> <li>• Location, direction, level, pathway, and extension</li> <li>• Time, force, and flow</li> <li>• With objects and with people</li> </ul>
PE 2.1.5	Students identify critical elements of fundamental locomotor skills.	<ul style="list-style-type: none"> <li>• Walk and run</li> <li>• Leap, hop, and jump</li> <li>• Skip, gallop, and slide</li> <li>• Chase, flee, and dodge</li> </ul>
PE 2.1.6	Students identify critical elements of fundamental body control skills.	<ul style="list-style-type: none"> <li>• Turn, twist, and roll</li> <li>• Balance, transfer weight, and land</li> <li>• Stretch and curl</li> </ul>
PE 2.1.7	Students identify critical elements of fundamental manipulative skills.	<ul style="list-style-type: none"> <li>• Throw to a stationary target</li> <li>• Catch a ball before it bounces twice</li> <li>• Kick a stationary object</li> <li>• Volley an object</li> <li>• Roll a ball at a stationary object</li> <li>• Dribble in place</li> </ul>
PE 2.1.8	Students identify critical elements of fundamental movement concepts related to space, effort, and relationships.	<ul style="list-style-type: none"> <li>• Location, direction, level, pathway, and extension</li> <li>• Time, force, and flow</li> <li>• With objects and with people</li> </ul>

## **GRADE 2 PERFORMANCE LEVEL DESCRIPTORS**

### **1. MOVEMENT**

#### ADVANCED PERFORMANCE

Second grade students at the advanced performance level consistently identify and demonstrate movement concepts and critical cues or characteristics of fundamental movement skills. Students independently apply skill cues and movement concepts in the performance of locomotor, manipulative, and body control skills. Students consistently combine two or more body control skills individually or with a partner/object.

#### PROFICIENT PERFORMANCE

Second grade students at the proficient performance level frequently identify and demonstrate movement concepts and critical cues or characteristics of fundamental movement skills. Students usually apply skill cues and movement concepts in the performance of locomotor, manipulative, and body control skills. Students usually combine two or more body control skills individually or with a partner/object.

#### NON-PROFICIENT PERFORMANCE

Second grade students at the non-proficient performance level inconsistently identify and demonstrate movement concepts and critical cues or characteristics of fundamental movement skills. Students rarely apply skill cues and movement concepts in the performance of locomotor, manipulative, and body control skills. Students rarely combine two or more body control skills individually or with a partner/object.

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>		
<b>2. FITNESS</b>		
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
<b>CODE</b>	<b>GRADE 2 BENCHMARKS</b>	<b>EXAMPLES</b>
PE 2.2.1	Students identify current levels of personal health-related fitness.	<ul style="list-style-type: none"> <li>• Chart current levels of cardio fitness and their progress.</li> <li>• Body Composition (BMI)</li> <li>• Cardiovascular Endurance (Pacer, Mile Run)</li> <li>• Flexibility (Sit and Reach)</li> <li>• Muscular Endurance (Sit-ups)</li> <li>• Strength (Push-ups)</li> </ul>
PE 2.2.2	Students identify the health benefits of physical activity.	<ul style="list-style-type: none"> <li>• Discuss that performing push-ups will result in stronger upper body strength.</li> <li>• Describe large motor and/or manipulative physical activities for participation outside of school.</li> <li>• Identify physical activities that contribute to fitness.</li> </ul>
PE 2.2.3	Students identify the principles, components, and practices of health-related fitness.	<ul style="list-style-type: none"> <li>• Recognize that health-related fitness consists of several different components.</li> <li>• Distinguish between exercises that improve endurance, flexibility, and muscle strength.</li> </ul>
PE 2.2.4	Students engage in a variety of physical activities that will enhance health-related fitness.	<ul style="list-style-type: none"> <li>• Actively engage in physical education class in response to instruction and practice.</li> <li>• Choose to participate in a variety of physical activities on a regular basis inside and outside of school to improve health.</li> </ul>

### **GRADE 2 PERFORMANCE LEVEL DESCRIPTORS** **2. FITNESS**

#### ADVANCED PERFORMANCE

Second grade students performing at the advanced performance level consistently identify current levels of health-related fitness. They consistently identify health benefits of physical activity and the health-related fitness components. Students consistently are actively engaged in physical activities that meet most requirements for improving health.

#### PROFICIENT PERFORMANCE

Second grade students performing at the proficient performance level frequently identify current levels of health-related fitness. They usually identify health benefits of physical activity and the health-related fitness components. Students are generally actively engaged in physical activities that meet most requirements for improving health.

#### NON-PROFICIENT PERFORMANCE

Second grade students performing at the non-proficient performance level rarely identify current levels of health-related fitness. They seldom identify health benefits of physical activity and the health-related fitness components. Students are rarely engaged in physical activities that meet most requirements for improving health.

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

### CONTENT STANDARD

#### 3. PERSONAL AND SOCIAL BEHAVIOR

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

CODE	GRADE 2 BENCHMARKS	EXAMPLES
PE 2.3.1	Students know and follow procedures and safe practices.	<ul style="list-style-type: none"> <li>• Respond positively to reminders of appropriate safety procedures.</li> <li>• Follow directions and handle equipment safely.</li> <li>• Explain rules related to safety and activity-specific procedures.</li> </ul>
PE 2.3.2	Students demonstrate socially responsible behavior in physical activity settings.	<ul style="list-style-type: none"> <li>• Demonstrate cooperation with others when resolving conflicts.</li> <li>• Take turns using equipment or performing a task.</li> <li>• Interact positively with others in partner and small group activities without regard to individual differences.</li> </ul>
PE 2.3.3	Students exhibit persistence when participating in a variety of physical activities.	<ul style="list-style-type: none"> <li>• Continue to participate when not successful on the first try.</li> <li>• Practice to refine the performance of a movement pattern.</li> <li>• Encourage someone to try to perform a movement task, skill, or sequence.</li> <li>• Participate with others to accomplish a movement challenge.</li> </ul>
PE 2.3.4	Students discover that physical activities promote self-expression and positive social interaction.	<ul style="list-style-type: none"> <li>• Demonstrate and describe a new way to accomplish a movement task.</li> <li>• Express an idea, concept, or emotion through movement.</li> <li>• Express personal feelings about progress made learning a new skill or improving a previously learned skill.</li> <li>• Participate with others to accomplish a movement challenge or achieve a physical activity goal.</li> </ul>

### GRADE 2 PERFORMANCE LEVEL DESCRIPTORS

#### 3. PERSONAL AND SOCIAL BEHAVIOR

##### ADVANCED PERFORMANCE

Second grade students at the advanced performance level consistently follow procedures and safe practices in physical activity settings. Students independently demonstrate socially responsible behavior and actively engage themselves in a variety of physical activities. Students explain self-benefits and positive social interactions through actively participating in physical activity.

##### PROFICIENT PERFORMANCE

Second grade students at the proficient performance level frequently follow procedures and safe practices in physical activity settings. Students generally demonstrate socially responsible behavior and engage themselves in a variety of physical activities. Students express self-benefits and positive social interactions through actively participating in physical activity.

##### NON-PROFICIENT PERFORMANCE

Second grade students at the non-proficient performance level inconsistently or fail to follow procedures and safe practices in physical activity settings. Students are unable or unwilling to demonstrate socially responsible behavior and engage themselves in a variety of physical activities. Students are unable to express self-benefits and positive social interactions through participating in physical activity.

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

### CONTENT STANDARD

#### 1. MOVEMENT

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

CODE	GRADE 5 BENCHMARKS	EXAMPLES
PE 5.1.1	Students combine locomotor and body control skills into movement patterns.	<ul style="list-style-type: none"> <li>• Small-sided practice tasks</li> <li>• Dance, jump rope, and gymnastics</li> <li>• Run to avoid defenders</li> <li>• Skip while swinging a partner in dance</li> <li>• Hop while jumping rope</li> <li>• Walk into a forwards roll</li> </ul>
PE 5.1.2	Students demonstrate a combination of body control skills.	<ul style="list-style-type: none"> <li>• Small-sided practice tasks</li> <li>• Dance, jump rope, and gymnastics</li> </ul>
PE 5.1.3	Students apply fundamental manipulative skills in a variety of physical activities.	<ul style="list-style-type: none"> <li>• Throw to a moving target</li> <li>• Catch while moving</li> <li>• Strike a moving object</li> <li>• Volley a moving object</li> <li>• Roll a ball at a moving object</li> <li>• Dribble while moving</li> </ul>
PE 5.1.4	Students demonstrate and apply basic tactics and principles of movement.	<ul style="list-style-type: none"> <li>• Return to base position</li> <li>• Move to get open</li> <li>• Recognize when to use a specific type of throw</li> </ul>
PE 5.1.5	Students explain critical elements of locomotor skills.	<ul style="list-style-type: none"> <li>• Walk and run</li> <li>• Leap, hop, and jump</li> <li>• Skip, gallop, and slide</li> <li>• Chase, flee, and dodge</li> </ul>
PE 5.1.6	Students explain critical elements of body control skills.	<ul style="list-style-type: none"> <li>• Turn, twist, and roll</li> <li>• Balance, transfer weight, and land</li> <li>• Stretch and curl</li> </ul>
PE 5.1.7	Students explain critical elements of fundamental manipulative skills.	<ul style="list-style-type: none"> <li>• Throw, roll ball, dribble, and kick</li> <li>• Strike a stationary object</li> </ul>
PE 5.1.8	Students explain basic tactics and principles of movement.	<ul style="list-style-type: none"> <li>• Return to base position</li> <li>• Move to get open</li> <li>• Recognize when to use a specific type of throw</li> </ul>

## **GRADE 5 PERFORMANCE LEVEL DESCRIPTORS**

### **1. MOVEMENT**

#### ADVANCED PERFORMANCE

Fifth grade students at the advanced performance level consistently identify and explain movement concepts and critical cues or characteristics of fundamental movement skills. Students consistently apply skill cues and movement concepts in the performance of locomotor, manipulative, and body control skills while in an open environment. Students consistently demonstrate and explain basic tactics and principles in a variety of activities.

#### PROFICIENT PERFORMANCE

Fifth grade students at the proficient performance level frequently identify and explain movement concepts and critical cues or characteristics of fundamental movement skills. Students usually apply skill cues and movement concepts in the performance of locomotor, manipulative, and body control skills while in an open environment. Students regularly demonstrate and explain basic tactics and principles in a variety of activities.

#### NON-PROFICIENT PERFORMANCE

Fifth grade students at the non-proficient performance level inconsistently identify and explain movement concepts and critical cues or characteristics of fundamental movement skills. Students rarely apply skill cues and movement concepts in the performance of locomotor, manipulative, and body control skills while in an open environment. Students inconsistently demonstrate and explain basic tactics and principles in a variety of activities.

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>		
<b>2. FITNESS</b>		
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
<b>CODE</b>	<b>GRADE 5 BENCHMARKS</b>	<b>EXAMPLES</b>
PE 5.2.1	Students assess current levels of personal health-related fitness.	<ul style="list-style-type: none"> <li>• Participate in health related assessments</li> <li>• Meet criterion-referenced standards for the components of health-related fitness.</li> <li>• Analyze results of fitness assessments and compare results to fitness components for good health.</li> </ul>
PE 5.2.2	Students define the health benefits of physical activity.	<ul style="list-style-type: none"> <li>• Identify several moderate to vigorous activities.</li> <li>• Share physical activities participated in.</li> <li>• Explain that running improves cardiovascular endurance.</li> <li>• Differentiate between skill-related and health-related fitness.</li> </ul>
PE 5.2.3	Students explain the principles, components, and practices of health-related fitness.	<ul style="list-style-type: none"> <li>• Relate performance on fitness assessment with criteria for good health.</li> <li>• Identify activities or exercises that might improve or maintain a component of health-related fitness.</li> <li>• Understand the benefits of warm-up/cool down and design a warm-up/cool down for a variety of health-related fitness components.</li> </ul>
PE 5.2.4	Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).	<ul style="list-style-type: none"> <li>• Choose to participate in a variety of physical activities on a regular basis inside and outside of school to improve health.</li> </ul>
PE 5.2.5	Students recognize valid characteristics of fitness-related products technology and resources.	<ul style="list-style-type: none"> <li>• Identify a variety of technology (pedometers, heart rate monitors, etc.) that can assist in improving fitness.</li> <li>• Identify a variety of resources (apps, internet, smart phones, etc.) that can improve fitness.</li> </ul>

## **GRADE 5 PERFORMANCE LEVEL DESCRIPTORS**

### **2. FITNESS**

#### ADVANCED PERFORMANCE

Fifth grade students performing at the advanced level consistently assess current levels of health-related fitness after completing a fitness assessment and use a criterion-referenced chart to analyze fitness results in terms of health-related components. They consistently describe the relationship between types of physical activities and health benefits. Students consistently are actively engaged in physical activities that meet most requirements for improving health. Students identify a wide variety of technological and fitness resources that improve personal fitness.

#### PROFICIENT PERFORMANCE

Fifth grade students performing at the proficient level frequently assess current levels of health-related fitness after completing a fitness assessment and use a criterion-referenced chart to analyze fitness results in terms of health-related components. They usually describe the relationship between types of physical activities and health benefits. Students generally are actively engaged in physical activities that meet most requirements for improving health. Students identify a variety of technological and fitness resources that improve personal fitness.

#### NON-PROFICIENT PERFORMANCE

Fifth grade students performing at the non-proficient level rarely assess current levels of health-related fitness after completing a fitness assessment and use a criterion-referenced chart to analyze fitness results in terms of health-related components. They seldom describe the relationship between types of physical activities and health benefits. Students rarely engage in physical activities that meet most requirements for improving health. Students identify some technological and fitness resources that improve personal fitness.



## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>		
<b>3. PERSONAL AND SOCIAL BEHAVIOR</b>		
The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
<b>CODE</b>	<b>GRADE 5 BENCHMARKS</b>	<b>EXAMPLES</b>
PE 5.3.1	Students understand the purpose of and apply appropriate rules, procedures, and safe practices in physical activity setting.	<ul style="list-style-type: none"> <li>• Adhere to class and activity-specific rules and safe practices.</li> <li>• Adjust performance to characteristics of the environment to ensure safe play (e.g., space and equipment).</li> </ul>
PE 5.3.2	Students interact and communicate positively with others.	<ul style="list-style-type: none"> <li>• Lead, follow, and support group members to improve play in cooperative and competitive settings.</li> <li>• Evaluate personal behavior to ensure positive effects on others.</li> <li>• Demonstrate respectful and responsible behavior toward peers different from oneself.</li> <li>• Demonstrate cooperation with others when resolving conflict.</li> </ul>
PE 5.3.3	Students participate in and explain physical activities that promote self-challenge and enjoyment.	<ul style="list-style-type: none"> <li>• Explain reasons for choosing to participate in a selected physical activity.</li> <li>• Select and practice physically challenging activities to improve a skill and/or to experience success.</li> <li>• Share feelings with others in class about personal success, challenges, or failure during an activity.</li> <li>• Explain how practice increases the level of personal success that leads to increased enjoyment.</li> <li>• Celebrate personal success and achievement, and that of others, due to effort and practice.</li> </ul>
PE5.3.4	Students participate in physical activities that promote self-expression and social and group interaction.	<ul style="list-style-type: none"> <li>• Participate in physical activities that allow for self-expression (e.g., create a dance sequence, a routine or game that reflects personal feelings, thoughts and ideas).</li> <li>• Participate in a variety of physical activities that provide opportunities for social and group interaction.</li> <li>• Interact positively with partners or small groups through physical activities.</li> </ul>

## **GRADE 5 PERFORMANCE LEVEL DESCRIPTORS**

### **3. PERSONAL AND SOCIAL BEHAVIOR**

#### ADVANCED PERFORMANCE

Fifth grade students at the advanced performance level demonstrate an in-depth understanding of rules and procedures and independently apply those rules and procedures in physical activity settings. Students consistently demonstrate positive intrapersonal characteristics and constructive interpersonal relationships while engaging in physical activities.

#### PROFICIENT PERFORMANCE

Fifth grade students at the proficient performance level demonstrate an understanding of rules and procedures and apply those rules and procedures in physical activity settings. Students frequently demonstrate positive intrapersonal characteristics and constructive interpersonal relationships while engaging in physical activities.

#### NON-PROFICIENT PERFORMANCE

Fifth grade students at the non-proficient performance level fail to demonstrate understanding of rules and procedures and/or apply those rules and procedures in physical activity settings. Students seldom demonstrate positive intrapersonal characteristics and constructive interpersonal relationships while engaging in physical activities.

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>		
<b>1. MOVEMENT</b>		
The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.		
<b>CODE</b>	<b>GRADE 8 BENCHMARKS</b>	<b>EXAMPLES</b>
PE 8.1.1	Students demonstrate movement skills and patterns in a variety of activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	<ul style="list-style-type: none"> <li>• Rhythms and dance</li> <li>• Gymnastics and jump rope sequences</li> </ul>
PE 8.1.2	Students demonstrate critical elements of specialized manipulative skills in modified team activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	<ul style="list-style-type: none"> <li>• 4 vs. 4 rugby</li> <li>• 3 vs. 3 basketball</li> <li>• 6 vs. 6 kickball</li> </ul>
PE 8.1.3	Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	<ul style="list-style-type: none"> <li>• Swimming, bicycling, and tennis</li> </ul>
PE 8.1.4	Students apply tactical concepts and performance principles in modified team activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	<ul style="list-style-type: none"> <li>• Return to base position</li> <li>• Move to an open area</li> <li>• Small-sided team activities and dual activities</li> <li>• Offense, defense, and objective of activity</li> </ul>
PE 8.1.5	Students apply tactical concepts and performance principles in individual, dual, or lifetime activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	<ul style="list-style-type: none"> <li>• Rhythms and dance</li> <li>• Gymnastics and jump rope sequence</li> </ul>
PE 8.1.6	Students compare and contrast skills used for different movement patterns.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	<ul style="list-style-type: none"> <li>• 4 vs. 4 rugby</li> <li>• 3 vs. 3 basketball</li> <li>• 6 vs. 6 kickball</li> </ul>
PE 8.1.7	Students analyze critical elements of specialized skills in a variety of activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	<ul style="list-style-type: none"> <li>• Swimming, bicycling, and tennis</li> </ul>
PE 8.1.8	Students analyze the use of strategies and tactics in a variety of physical activities.  *(CCSS ELA-Literacy RST.6-8.3,4,9)	<ul style="list-style-type: none"> <li>• Small-sided team activities and dual activities.</li> <li>• Detect and correct errors in personal performance based on knowledge and results.</li> <li>• Understand tactics such as moving opponents or ball, in games, or activities.</li> </ul>

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## **GRADE 8 PERFORMANCE LEVEL DESCRIPTORS**

### **1. MOVEMENT**

#### ADVANCED PERFORMANCE

Eighth grade students at the advanced performance level consistently make connections between movement skills, rules, strategies, and tactics of modified specialized skill activities, including rhythms or dance, modified team activities, individual or dual activities, and lifetime activities. They demonstrate all critical skill cues when performing specialized movement skills in a variety of developmentally appropriate rhythms or dance, modified team, individual or dual, and lifetime activities. Students independently compare and contrast different movement patterns for a variety of activities. Students consistently analyze a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime).

#### PROFICIENT PERFORMANCE

Eighth grade students at the proficient performance level usually make connections between movement skills, rules, strategies, and tactics of modified specialized skill activities, including rhythms or dance, modified team activities, individual or dual activities, and lifetime activities. They demonstrate most critical skill cues when performing specialized movement skills in a variety of developmentally appropriate rhythms or dance, modified team, individual or dual, and lifetime activities. Students usually compare and contrast different movement patterns for a variety of activities. Students frequently analyze a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime).

#### NON-PROFICIENT PERFORMANCE

Eighth grade students at the non-proficient performance level inconsistently make connections between movement skills, rules, strategies, and tactics of modified specialized skill activities, including rhythms or dance, modified team activities, individual or dual activities, and lifetime activities. They rarely demonstrated critical skill cues when performing specialized movement skills in a variety of developmentally appropriate rhythms or dance, modified team, individual or dual, and lifetime activities. Students rarely compare and contrast different movement patterns for a variety of activities. Students inconsistently analyze a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime).

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>		
<b>2. FITNESS</b>		
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
<b>CODE</b>	<b>GRADE 8 BENCHMARKS</b>	<b>EXAMPLES</b>
PE 8.2.1	Students create and monitor a personal plan using current levels of fitness and physical activity.  *(CCSS ELA-Literacy WHST.6-8.2,4,5,6,7,8,9) (CCSS ELA-Literacy RST.6-8.3)	<ul style="list-style-type: none"> <li>• Evaluate results of fitness assessment and develop a program of remediation to improve the three areas of fitness.</li> <li>• Set realistic goals assessment tools.</li> <li>• Develop a time-management schedule that emphasizes physical activity and active recreational activities.</li> <li>• Monitor progress toward goals and plan for continued physical activity.</li> </ul>
PE 8.2.2	Students differentiate the health benefits associated with a variety of physical activities.  *(CCSS ELA-Literacy WHST.6-8.7,8,9) (CCSS ELA-Literacy RST.6-8.4)	<ul style="list-style-type: none"> <li>• Describe how running at different intensity levels will result in different levels of cardiovascular endurance levels.</li> <li>• Compare the benefits an individual activity to a team activity.</li> <li>• Compare an indoor activity to an outdoor activity.</li> </ul>
PE 8.2.3	Students apply the principles, components, and practices of health-related fitness to improve short-term fitness goals.  *(CCSS ELA-Literacy RST.6-8.4)	<ul style="list-style-type: none"> <li>• Plan a workout that incorporates the FITT principle to improve cardiovascular endurance.</li> <li>• Use the five components of fitness to explain the connections between fitness and overall physical and mental health.</li> <li>• Use the Rated Perceived Exertion (RPE) scale to adjust workout intensity during physical activity.</li> </ul>
PE 8.2.4	Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).	<ul style="list-style-type: none"> <li>• Participate in a variety of moderate or vigorous physical activities to meet national recommendations for physical activity.</li> <li>• Participate in areas of interest from school and community resources that can fulfill physical activity needs.</li> </ul>
PE 8.2.5	Students explain valid characteristics of fitness-related products, technology, and resources related to fitness literacy.  *(CCSS ELA-Literacy WHST.6-8.4,6,7,8,9) (CCSS ELA-Literacy RST.6-8.4,8,9)	<ul style="list-style-type: none"> <li>• Use and explain the purpose of a variety of technology (pedometers, heart rate monitors, and/or mobile applications) to self-monitor aerobic intensity.</li> </ul>

\*This coding refers to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. These Literacy Standards can be found at <http://edu.wyoming.gov/educators/standards/physical-education/>. These are suggestions.

## **GRADE 8 PERFORMANCE LEVEL DESCRIPTORS**

### **2. FITNESS**

#### ADVANCED PERFORMANCE

Eighth grade students performing at the advanced level independently create and monitor a personal fitness plan in terms of health-related fitness components. Students consistently differentiate the benefits of an individual, team, indoor, or outdoor activity as it relates to personal fitness. Students consistently apply the FITT principle to short-term fitness goals. Valid characteristics of fitness products and technology are recognized and an explanation of the use and purpose is expressed in-depth. Students consistently actively engage in physical activity that meets requirements for improving health.

#### PROFICIENT PERFORMANCE

Eighth grade students performing at the proficient level create and monitor a personal fitness plan in terms of health-related fitness components, with assistance. Students consistently differentiate the benefits of an individual, team, indoor, or outdoor activity as it relates to personal fitness. Students frequently apply the FITT principle to short-term fitness goals. Some valid characteristics of fitness products and technology are recognized and an explanation of use and purpose is accurately expressed. Students generally are actively engaged in physical activity that meets requirements for improving health.

#### NON-PROFICIENT PERFORMANCE

Eighth grade students performing at the non-proficient level are unable or unwilling to create and monitor a personal fitness plan in terms of health-related fitness components. Students fail to differentiate the benefits of an individual, team, indoor, or outdoor activity as it relates to personal fitness. Students rarely apply the FITT principle to short-term fitness goals. Valid characteristics of fitness products and technology are rarely recognized and/or an explanation of use and purpose is inaccurately expressed. Students are rarely engaged in physical activity that meets requirements for improving health.

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>		
<b>3. PERSONAL AND SOCIAL BEHAVIOR</b>		
The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
<b>CODE</b>	<b>GRADE 8 BENCHMARKS</b>	<b>EXAMPLES</b>
PE 8.3.1	Students develop and apply appropriate rules, safe practices, and procedures in physical activity settings.	<ul style="list-style-type: none"> <li>• Work cooperatively with peers of differing skill to promote a safe school environment.</li> <li>• Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.</li> </ul>
PE 8.3.2	Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.	<ul style="list-style-type: none"> <li>• Provide support or positive suggestions to facilitate group progress or success.</li> <li>• Demonstrate and encourage respect for individual similarities and differences through positive interaction.</li> <li>• Resolve conflict with sensitivity to the rights and feelings of others.</li> <li>• Accept and respect decisions made by the designated official.</li> </ul>
PE 8.3.3	Students engage in challenging experiences that develop confidence and independence.  *(CCSS ELA-Literacy WHST.6-8.10)	<ul style="list-style-type: none"> <li>• Assess personal ability and practice to become a more skilled performer.</li> <li>• Determine appropriate level of challenge for own ability and select tasks to maximize performance.</li> <li>• Participate regularly in physical activities of personal interest and enjoyment.</li> <li>• Encourage others to participate in physical activities that one finds enjoyable.</li> </ul>
PE8.3.4	Students engage in physical activities that promote self-expression and provide opportunities for social and group interaction.  *(CCSS ELA-Literacy WHST.6-8.10)	<ul style="list-style-type: none"> <li>• Describe how engaging in physical activity promotes awareness of self and others.</li> <li>• Identify and describe personal feelings that result from participating in physical activity (e.g., journals, class discussions, and/or activity calendars).</li> <li>• Engage in cooperative and competitive physical activities voluntarily and regularly.</li> <li>• Assume a variety of roles as a team member (leader, record keeper, and/or equipment manager).</li> <li>• Invite peers to become group members in physical activities.</li> </ul>

\*This coding refers to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. These Literacy Standards can be found at <http://edu.wyoming.gov/educators/standards/physical-education/>. These are suggestions.

**GRADE 8 PERFORMANCE LEVEL DESCRIPTORS**  
**3. PERSONAL AND SOCIAL BEHAVIORS**

ADVANCED PERFORMANCE

Eighth grade students at the advanced performance level demonstrate an in-depth understanding of rules and procedures and independently apply those rules and procedures in physical activity settings. Students independently exhibit positive intrapersonal characteristics and consistently engage constructively in appropriate interpersonal relationships fitting for a variety of physical activity settings.

PROFICIENT PERFORMANCE

Eighth grade students at the proficient performance level demonstrate an understanding of rules and procedures and apply those rules and procedures in physical activity settings. Students regularly exhibit positive intrapersonal characteristics and engage constructively in appropriate interpersonal relationships fitting for a variety of physical activity settings.

NON-PROFICIENT PERFORMANCE

Eighth grade students at the non-proficient performance level fail to demonstrate understanding or apply rules and procedures in physical activity settings. Students inconsistently or are unable to exhibit positive intrapersonal characteristics and rarely engage constructively in appropriate interpersonal relationships fitting for a variety of physical activity settings.



## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>		
<b>1. MOVEMENT</b>		
The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.		
<b>CODE</b>	<b>GRADE 12 BENCHMARKS</b>	<b>EXAMPLES</b>
PE 12.1.1	Students demonstrate combined movement skills and patterns in specialized settings.  *(CCSS ELA-Literacy RST.9-12.3,4,9)	<ul style="list-style-type: none"> <li>• Rhythms and dance</li> <li>• Gymnastics and jump rope sequences</li> </ul>
PE 12.1.2	Students demonstrate specialized manipulative skills in team activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)	<ul style="list-style-type: none"> <li>• 6 vs. 6 volleyball</li> <li>• 5 vs. 5 basketball</li> <li>• 11 vs. 11 baseball</li> </ul>
PE 12.1.3	Students demonstrate specialized skills in individual, dual, or lifetime activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)	<ul style="list-style-type: none"> <li>• Swimming, bicycling, and tennis</li> </ul>
PE 12.1.4	Students apply specialized tactical concepts and performance principles in team activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)	<ul style="list-style-type: none"> <li>• Large-sided team activities and dual activities</li> <li>• Basic and advanced skills such as maintaining possession, scoring, and defending</li> <li>• Scoring in games, striking, and fielding in authentic settings</li> </ul>
PE 12.1.5	Students apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)	<ul style="list-style-type: none"> <li>• Rhythms and dance</li> <li>• Gymnastics and jump rope sequences</li> </ul>
PE 12.1.6	Students evaluate specialized skills used by self/others in team activities.  *(CCSS ELA-Literacy RST.9-12.3,4,7,9)	<ul style="list-style-type: none"> <li>• 6 vs. 6 volleyball</li> <li>• 5 vs. 5 basketball</li> <li>• 11 vs. 11 baseball</li> </ul>
PE 12.1.7	Students evaluate specialized skills used by self/others in individual, dual, or lifetime activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)	<ul style="list-style-type: none"> <li>• Swimming, bicycling, and tennis</li> </ul>
PE 12.1.8	Students evaluate the use of specialized strategies and tactics in a variety of physical activities.  *(CCSS ELA-Literacy RST.9-12.3,4,9)	<ul style="list-style-type: none"> <li>• Large-sided team and dual activities.</li> <li>• Describe effective strategies for successful performance in movement forms.</li> <li>• Evaluate the performance of self and others across movement forms.</li> <li>• Use information from a variety of sources to design a practice plan to improve performance.</li> </ul>

\*This coding refers to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. These Literacy Standards can be found at <http://edu.wyoming.gov/educators/standards/physical-education/>. These are suggestions.

## **GRADE 12 PERFORMANCE LEVEL DESCRIPTORS**

### **1. MOVEMENT**

#### ADVANCED PERFORMANCE

Twelfth grade students at the advanced performance level consistently explain specialized movement skills, concepts, rules, strategies, and tactics and apply them while performing specialized movement activities, including rhythms or dance, regulation form team activities, regulation form individual or dual activities, and lifetime activities. They apply complex rules and strategies in specialized skill activities. Students consistently evaluate a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime).

#### PROFICIENT PERFORMANCE

Twelfth grade students at the proficient performance level frequently explain specialized movement skills, concepts, rules, and strategies and apply them while performing specialized movement activities, including rhythms or dance, regulation form team activities, regulation form individual or dual activities, and lifetime activities. They apply most complex rules and strategies in a few specialized skill activities. Students frequently evaluate a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime).

#### NON-PROFICIENT PERFORMANCE

Twelfth grade students at the non-proficient performance level have difficulty explaining fundamental movement skills, concepts, rules, and strategies and rarely apply them while performing specialized movement activities, including rhythms or dance, regulation form team activities, regulation form individual or dual activities, and lifetime activities. They have difficulty applying complex rules and strategies in a few specialized skill activities. Students rarely evaluate a person's skills, tactics, and strategies in a modified activity (individual, dual, or lifetime).

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>		
<b>2. FITNESS</b>		
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
<b>CODE</b>	<b>GRADE 12 BENCHMARKS</b>	<b>EXAMPLES</b>
PE 12.2.1	Students create, monitor, and evaluate a personal plan using current levels of fitness and physical activity.  *(CCSS ELA-Literacy WHST.9-12.2,4,5,6,7,8,9) (CCSS ELA-Literacy RST.9-12.3)	<ul style="list-style-type: none"> <li>• Monitor physical activity and intensity levels using heart rate monitors, pedometers, or activity logs.</li> <li>• Keep an activity log to evaluate progress in achieving personal goals.</li> </ul>
PE 12.2.2	Students evaluate the health benefits of a variety of physical activities  *(CCSS ELA-Literacy WHST.9-12.7,8,9) (CCSS ELA-Literacy RST.9-12.4)	<ul style="list-style-type: none"> <li>• Create a chart that evaluates several different activities as related to health benefits.</li> </ul>
PE 12.2.3	Students create, monitor, and evaluate a plan applying the principles and components of health-related fitness.  *(CCSS ELA-Literacy WHST.9-12.2,4,5,6,7,8,9) (CCSS ELA-Literacy RST.9-12.4)	<ul style="list-style-type: none"> <li>• Apply the overload, specificity, progression, and FITT principles to a personal fitness program.</li> </ul>
PE 12.2.4	Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).	<ul style="list-style-type: none"> <li>• Participate in self-selected lifetime dance, sports, or fitness activities outside of school several times a week.</li> </ul>
PE 12.2.5	Students will use criteria to critique fitness-related products, technology, and resources related to fitness literacy.  *(CCSS ELA-Literacy WHST.9-12.4,6,7,8,9) (CCSS ELA-Literacy RST.9-12.4,8,9)	<ul style="list-style-type: none"> <li>• Evaluate a fitness and/or recreational opportunity; focusing on access, affordability, quality of facility, equipment, and staffing.</li> <li>• Analyze and apply technology and social media as a tool to support a healthy active lifestyle.</li> </ul>

\*This coding refers to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. These Literacy Standards can be found at <http://edu.wyoming.gov/educators/standards/physical-education/>. These are suggestions.

**GRADE 12 PERFORMANCE LEVEL DESCRIPTORS**  
**2. FITNESS**

ADVANCED PERFORMANCE

Twelfth grade students performing at the advanced level independently create, monitor, and evaluate a personal fitness plan in terms of the health-related fitness components and principles. Students consistently identify the health benefits from various physical activities. Students provide an in-depth critique on the value and validity of technological fitness products and resources related to fitness literacy. Students consistently are actively engaged in physical activity that meets requirements for improving health.

PROFICIENT PERFORMANCE

Twelfth grade students performing at the proficient level create, monitor, and evaluate a personal fitness plan in terms of the health-related fitness components and principles, with assistance. Students generally identify the health benefits from various physical activities. Students usually critique the value and validity of technological fitness products and resources related to fitness literacy. Students are actively engaged in physical activity that meets requirements for improving health.

NON-PROFICIENT PERFORMANCE

Twelfth grade students performing at the non-proficient level are unable to create, monitor, and evaluate a personal fitness plan in terms of the health-related fitness components and principles. Students rarely identify the health benefits from various physical activities. Students fail to critique the value and validity of technological fitness products and resources related to fitness literacy. Students rarely engage in physical activity that meets requirements for improving health.

## 2014 WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

<b>CONTENT STANDARD</b>		
<b>3. PERSONAL AND SOCIAL BEHAVIOR</b>		
The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
<b>CODE</b>	<b>GRADE 12 BENCHMARKS</b>	<b>EXAMPLES</b>
PE 12.3.1	Students demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings.	<ul style="list-style-type: none"> <li>• Contribute to the development of rules that provide for safe participation in physical activities.</li> <li>• Follow the rules, procedures, and etiquette in physical activity settings.</li> <li>• Demonstrate leadership in physical activity settings (e.g., officiate a game, make own calls, and/or resolve conflicts).</li> <li>• Recognize unsafe conditions in an athletic venue and independently take steps to correct them.</li> </ul>
PE 12.3.2	Students initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.	<ul style="list-style-type: none"> <li>• Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.</li> <li>• Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.</li> <li>• Encourage appropriate etiquette and socially responsible behavior of participants and audience.</li> <li>• Accept decisions made by the designated official and respond to winning or losing with dignity and respect.</li> </ul>
PE 12.3.3	Students use physical activity to promote personal growth, goal setting, and enjoyment.  *(CCSS ELA-Literacy WHST.9-10.10)	<ul style="list-style-type: none"> <li>• Reflect on motivations and goals that determine physical activity participation.</li> <li>• Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.</li> <li>• Participate in activities that provide enjoyment and challenge.</li> </ul>
PE12.3.4	Students pursue physical activities that promote self-expression and provide opportunities for social and group interaction.  *(CCSS ELA-Literacy WHST.9-10.10)	<ul style="list-style-type: none"> <li>• Actively pursue goals and needs related to lifetime participation in physical activity.</li> <li>• Identify participation factors in physical activities that contribute to personal enjoyment and self-expression.</li> <li>• Recognize that physical activities can provide a positive social atmosphere for interaction with others.</li> </ul>

\*This coding refers to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. These Literacy Standards can be found at <http://edu.wyoming.gov/educators/standards/physical-education/>. These are suggestions.

**GRADE 12 PERFORMANCE LEVEL DESCRIPTORS**  
**3. PERSONAL AND SOCIAL BEHAVIOR**

ADVANCED PERFORMANCE

Twelfth grade students at the advanced performance level independently model and monitor adherence to protocol in physical activity settings. Students consistently use physical activity to improve positive intrapersonal characteristics and independently initiate constructive interpersonal relationships appropriate for a variety of physical activity settings.

PROFICIENT PERFORMANCE

Twelfth grade students at the proficient performance level usually model and monitor adherence to protocol in physical activity settings. Students generally use physical activity to improve positive intrapersonal characteristics and frequently initiate constructive interpersonal relationships appropriate for a variety of physical activity settings.

NON-PROFICIENT PERFORMANCE

Twelfth grade students at the non-proficient performance level fail to model or monitor and/or adhere to protocol in physical activity settings. Students seldom use physical activity to improve positive intrapersonal characteristics and rarely initiate constructive interpersonal relationships appropriate for a variety of physical activity settings.

## GLOSSARY

### 2014 Wyoming Physical Education Content and Performance Standards

**Developmental Basis for Standards:** Sound knowledge of the developmental aspects of human behavior is critical to the success of the educational process. Educators who are developmentally based provide learning experiences and administer assessments that are appropriate not only for the chronological age, but also for the developmental levels of the students being taught. Developmental appropriateness is articulated in the physical education benchmarks at each grade level. The performance descriptors located at the beginning of this document, as well as after each grade level benchmark table, differentiate between the various degrees of benchmark achievement. The following list of terms is provided in an effort to further clarify what is expected from students if they are to achieve the grade level benchmarks.

#### Content Specific Definitions

**Activity Categories in Physical Education:** Secondary physical education activities are categorized as follows:

- **Individual or Dual Activity** – Physical activities that require one or two participants (e.g., badminton, swimming, golf, handball, and weight lifting).
- **Lifetime Activity** – Physical activities that can be used for a lifetime and are not dependent upon group of participants. Frequently lifetime activities are done individually or with a partner. Examples include (a) lifetime sports (e.g., bowling, Frisbee, racquetball, and tennis), (b) outdoor adventure activities (e.g., backpacking, rock climbing, orienteering, and bicycling), and (c) fitness activities (e.g., dance aerobics, weight training, jogging, and kick boxing).
- **Rhythms or Dance Activities** – Physical activities that allow for students to express themselves rhythmically (e.g., creative movement, folk dance, square dance, and interpretive dance).
- **Team Sports** – Physical activities that require a group of participants (e.g., basketball, speedball, soccer, and volleyball).

**Body Control Skills:** Are performed in place without appreciable spatial movement (non-manipulative) (e.g., turning, twisting, rolling, balancing, transferring weight, landing, stretching, and curling).

**Closed Environment:** A stable and unchanging environment (e.g., throwing at a stationary target, shooting an arrow at a stationary target, striking a ball off of a batting tee, and kicking an immobile object).

**Critical Skill Cue:** Critical skill elements/skill cues/key observation points are simply short phrases or words that focus the learner on the salient aspects of the skill to be practiced.

**FITT Principles:** Interrelated and interdependent rules for gaining and maintaining physical fitness. They include:

Warm up - To prepare game, sports, fitness, dance, etc., by moderate exercise or activity beforehand.

Cool down- To bring the body back to its normal physiological level after exercise or activity by gradually slowing the pace of activity or gently exercises and stretches.

Progression- Moving at an appropriate pace from one succession to the next.

**Frequency:** The number of times a person engages in physical activity that is moderate to vigorous in nature. The *Council on Physical Education for Children* recommends that students engage in moderate physical activity nearly every day.

**Intensity:** The speed or workload used in a given period of physical activity. The *Surgeon General's Report on Physical Activity and Health* and a recommendation from the Centers for Disease Control and Prevention and the American College of Sports Medicine on *Physical Activity and Health* emphasize the value of **moderate** physical activity to **good health**. Depending on a student's initial level of fitness, the intensity of the activity may need to be increased to further enhance **physical fitness**.

**Time:** Refers to the duration or amount of time spent doing the activity. In adults, thirty minutes of accumulated physical activity has been shown to enhance **health**. In order to increase **fitness** levels, a minimum twenty to thirty continuous minutes of physical activity is recommended by the American College of Sports Medicine. The *Council on Physical Education for Children* recommends that children engage in 30 to 60 accumulated minutes of moderate to vigorous physical activity every day.

**Type:** The type or specificity of training is the physiological adaptation to exercise that is specific to the system being worked or stressed during exercise. For example, the specific training exercises students do for flexibility do not increase their cardiovascular endurance.

**Health:** Health is optimal well-being that contributes to quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

**Health-Related Physical Fitness:** Health-related physical fitness consists of those components of physical fitness that have a relationship with good health. The components are commonly defined as body composition, cardiovascular fitness, flexibility, muscular endurance, and strength.

**Intrapersonal Characteristics:** Individuals' personal attributes that influence their involvement in physical activity (e.g., personal/social responsibility, work ethic, respect for individual differences, and awareness of the intrinsic value of physical activity).

**Interpersonal Relationships:** Self and group initiated behaviors that lead to positive interactions among participants in physical activities (e.g., cooperation, teamwork, etiquette, safe practices, and adherence to rules).

**Locomotor Skills:** The basic patterns used to travel (walking, running, leaping, jumping, hopping, skipping, galloping, and sliding). Locomotor skills develop naturally in children; this is unlike other skills such as throwing, catching, and striking that develop through practice.

**Modified Specialized Motor Skills:** Fundamental movement patterns that have been refined, combined, and elaborated upon for use in increasingly demanding situations.



**Modified Specialized Physical Activities:** Sport-related and specialized movement activities that require the use of modified specialized motor skills, usually involving fewer rules/strategies than regulation form activities.

**Movement Concepts:** The ideas used to modify or enrich the range and effectiveness of skill employment (e.g., running, skipping, jumping, galloping, side slide, relationships, effort, awareness, flow, and space).

**Object Control Skills (Manipulative skills):** Skills developed when a child handles or manipulates some kind of object with the hands, feet, or other parts of the body. Object control skills include throwing, catching, kicking, trapping, striking, volleying, ball rolling, and dribbling.

**Open Environment:** An unpredictable and constantly changing environment. Examples of movement skills that are performed in the open environment include catching a fly ball, throwing at a moving target, kicking a soccer ball while running, and striking a pitched ball.

**Psychomotor Complexity:** A developmental progression of motor skills that moves from simple to complex (e.g., Fundamental Movement Skills in Closed Environment, Fundamental Movement Skills in Open Environment, Specialized Movement Skills in Closed Environment, Specialized Movement Skills in Modified Activities in Open Environment, and Specialized Movement Skills in Official/Regulation Form Activities).

**Physically Literate:** The ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

**Physical Fitness:** A state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. Experts indicate that the model of physical fitness includes morphological fitness, bone strength, muscular fitness, flexibility, motor fitness, cardiovascular fitness, and metabolic fitness (see Figure 1).

#### **Figure 1: Five Components of Fitness**

<p><b>Body Composition:</b> The amount of body fat you have versus the amount of lean muscle, organs, and bones.</p> <p><b>Cardiovascular Endurance:</b> The ability of your heart and lungs to work together to fuel the body with oxygen.</p> <p><b>Flexibility:</b> The ability of a joint to move through a full range of motion.</p> <p><b>Muscular Endurance:</b> The ability of the muscles to repeat a movement many times or hold a particular position for a particular time.</p> <p><b>Muscular Strength:</b> The amount of force a muscle can exert in single effort.</p>
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**Regulation Form:** An activity that is performed as it has been designed to be performed, that is, as close to its fullest form maintaining the integrity of developmental and instructional appropriateness. For example, the game of basketball in its fullest form could be represented by 2 versus 2, 3 versus 3, 4 versus 4, or 5 versus 5.

**Strategy:** Strategy refers to a plan of action designed to achieve a particular goal.

**Tactic:** Tactic(s) may refer to a plan, procedure, or expedient for promoting a desired goal or end result.

### **Cognitive Complexity Glossary of Terms**

**Apply:** Put into practice.

**Analyze:** Separate into components and to examine closely and critically.

**Assess:** Create or set a certain standard upon.

**Compare:** Examine in order to discover likeness and unlikeness.

**Conclude:** Reach a decision or form an opinion.

**Contrast:** Describe the differences.

**Critique:** Judge the merits or faults of something.

**Create:** Bring into existence, originate, or to make.

**Define:** State the exact meaning of.

**Demonstrate:** Teach by example, show and tell.

**Describe:** Represent by words or drawings.

**Develop:** Advance from one stage to another or to unfold gradually.

**Differentiate:** Distinguish between.

**Evaluate:** Find or place a value on.

**Explain:** State clearly the causes and motives.

**Identify:** Recognition of.

**Implement:** Carry out; put into effect.

**Name:** Call by a single word or two.

**List:** Itemize or an inventory of books, names, or facts.

**Perform:** The physical demonstration of a skill.

**Recognize:** Know the identity of; recall as having been previously known.

**Synthesize:** Ability to put parts together to form a new whole- usually involves producing a product.

### **Skill Related Fitness Glossary of terms**

**Agility:** The ability to perform a series of explosive power movements in rapid succession in opposing directions.

**Balance:** The ability to control the body's position either stationary or in one position.

**Coordination:** The ability to control the movement of the body in cooperation with the body's sensory functions.

**Power:** The ability to exert maximum muscular contraction instantly in an explosive burst of movements.

**Speed:** The ability to move all or part of the body quickly.

**Reaction time:** The interval of time between the introduction of a stimulus and the muscle response to that stimulus.

## Education Definitions

**Alternative Assessment:** Teacher, self, or peer assessments using journals, task or criteria sheets, checklists, scales, or rubrics.

**Authentic Assessment:** Assessing the students performing the skill in real-life situations.

**Benchmark:** Describes behavior that indicates progress toward achieving a performance standard. Benchmarks can be used as checkpoints for progress.

**Cognitive Complexity:** A developmental progression of cognitive skills that moves from simple to complex. Bloom’s Taxonomy of Educational Objectives (i.e., Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation) and Webb’s Depth of Knowledge (i.e., Recall, Basic Application of Skill/Concept, Strategic Thinking, and Extended Thinking) are models of cognitive complexity and are frequently used to align instruction and assessment for developmental appropriateness.

**Content Standard:** What students should know and be able to do.

**Curriculum Alignment:** Teaching knowledge and skills that are assessed by tests designed largely around standards.

**Performance Standard:** Indicates levels of achievement that students are expected to attain in the content standard. Acceptable quality of student performance is described.

**Portfolio Assessment:** Systematic collection of student work that shows progress and achievement. Students select, evaluate, and do self-reflection of their own work.

### Performance Level Measurement Qualifiers

Performance Level	Complexity Words	<i>Suggested Percentage of Task Accomplished</i>
<b>Advanced</b>	<ul style="list-style-type: none"><li>• In-depth</li><li>• Independently</li><li>• Consistently</li><li>• All</li></ul>	90-100%
<b>Proficient</b>	<ul style="list-style-type: none"><li>• Fundamentally</li><li>• Generally</li><li>• Frequently</li><li>• Repeatedly</li><li>• Regularly</li><li>• Usually</li><li>• Most</li></ul>	70-89%
<b>Non-Proficient</b>	<ul style="list-style-type: none"><li>• Inconsistently</li><li>• Unable</li><li>• Unwilling</li><li>• Seldom</li><li>• Fail to</li><li>• Rarely</li><li>• Infrequently</li><li>• Some</li></ul>	Below 70%

## HISTORICAL BACKGROUND

These standards represent a consensus of the local district standards. In 1997-1998, representatives from each of the districts participated in regional groups along with community college, University, and business representatives, as well as students. A district representative was selected by each of the regional groups to participate on the state committee. The state committee then drafted standards that represented consensus of the regional groups. In reviewing and refining the resulting standards, several national and state standard documents were referenced to establish that the rigor of the Wyoming standards was consistent with these documents, and adjustments were made as deemed appropriate by the state committee.

In 2002-2003, review and revision committees met to evaluate the documents created by the initial contingent. The Wyoming State Board of Education directed the Wyoming Department of Education (WDE), working in consultation and coordination with local school districts, to formulate and implement a process to evaluate and review the uniformity and quality of the standards by November, 2008. Consistent with its responsibility to evaluate and review the uniformity and quality of the standards at least every five years, WDE established committees to continue the review and revision process.

In order to accomplish the goal of reviewing the standards, a steering committee was convened to guide the review process. It met in early 2008 to develop the process to be used by Content Review Committees in each content area with representation from as many Wyoming school districts as possible. Members of the Standards Review Steering Committee nominated 8-12 expert educators in each of the 10 content areas represented in the Standards. These committees were balanced geographically and represented pre-school, elementary, secondary, special education, and higher education teachers.

The reviewers who agreed to serve on a committee met in spring, 2008 to participate in a systematic evaluation of the uniformity and quality of the standards in their content area. Among the aspects of the Standards reviewed were

- The cognitive complexity of the standards.
- The degree of integration of the Common Core of Skills, 21<sup>st</sup> Century Skills, and Technology in the standards.
- How Wyoming Standards compare to national curriculum standards and other state standards.
- How the format of standards documents might be improved to make them more uniform, more understandable, and more useful.
- How urgent the need for substantive revision of the standards is in each content area.

The 2008 standards reflect formatting rather than substantive changes. Substantive revisions to standards in all content areas were recommended based on conclusions from the 2008 standards review and continuing work by content review committees and other stakeholder groups between 2008 and 2013.

In 2012, a committee of teachers was formed to begin a two year revision process of the Physical Education Standards. Because the changes to the 2008 standards document were not substantive, diligence was taken to fully evaluate and revise the entire document during the 2012 revision process. Updates reflected the same aspects reviewed in 2008 (see above).

The following occurred:

- The decision was made to separate the grade spans into K-2, 3-5, 6-8, and 9-12.
- The same three standards were retained for overarching review.
- The National Physical Education Standards were presented by Dr. Tristan Wallhead, Ph.D., University of Wyoming. He informed the committee of the trends and changes at the national level and where the Wyoming standards fit into the National Standards.
- Since Common Core Literacy Standards are required in each content area, the group identified the benchmarks that may apply.
- Vertical and horizontal alignment was assured for the entire document.
- Suggested activities were provided in each benchmark as clarification for where they may fit into the curriculum.
- Performance levels were reduced from four to three.

## REFERENCES

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National standards and several states' standards, along with other reference materials, were referenced to establish the rigor for the Wyoming Physical Education Content and Performance Standards. These documents are listed below.

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- California, Physical Education Model Content Standards for California Public Schools, <http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>
- National Association for Sport and Physical Education, National Standards & Grade-Level Outcomes for K-12 Physical Education – ISBN 978-0-88314-931-7
- North Carolina, North Carolina Essential Standards Physical Education, <http://www.ncpublicschools.org/docs/acre/standards/new-standards/healthful-living/khs.pdf>
- South Dakota, South Dakota Physical Education Standards, A Comprehensive Physical Education Program Resource Guide, [http://doe.sd.gov/schoolhealth/documents/csh\\_PESstandards.pdf](http://doe.sd.gov/schoolhealth/documents/csh_PESstandards.pdf)

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