

2020 Wyoming Physical Education Content Standards & PLDs

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

INTRODUCTION: The Wyoming Physical Education Content and Performance Standards (WYCPS) are developed in accordance with Wyoming State Statute W.S. 21-2-304(c).

RATIONALE: XX

ORGANIZATION OF THE STANDARDS:

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

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

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

CONTENT STANDARDS define the content and skills students are expected to know and be able to do by the end-of-the grade band. They are built foundationally and then in learning progressions. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered. The Physical Education Standards were developed in grade bands K-2, 3-5, 6-8, and 9-12.

PERFORMANCE LEVEL DESCRIPTORS (PLDs) describe the performance expectations of students for each of the four (4) performance level categories: advanced, proficient, basic, and below basic. These are a description of what students within each performance level are expected to know and be able to do.

RESOURCES/REFERENCES:

****COMMITTEE WORK IN PROGRESS ABOVE, PLEASE REVIEW AND COMMENT ON THE PHYSICAL EDUCATION STANDARDS AND PLDS THAT FOLLOW****

2020 Wyoming Physical Education Content Standards & PLDs

K-2 Physical Education Content Standards & PLDs

1. MOVEMENT SKILLS

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

2.PE.1.1 Students demonstrate fundamental locomotor skills.

The **Advanced** student consistently demonstrates all developmentally appropriate fundamental locomotor skill cues and applies skill cues during movement experiences.

The **Proficient** student consistently demonstrates most developmentally appropriate fundamental locomotor skill cues.

The **Basic** student inconsistently demonstrates developmentally appropriate fundamental locomotor skill cues.

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

2.PE.1.2 Students demonstrate fundamental body control skills.

The **Advanced** student consistently demonstrates all developmentally appropriate fundamental body control skill cues and applies skill cues during movement experiences.

The **Proficient** student consistently demonstrates most developmentally appropriate fundamental body control skill cues.

The **Basic** student inconsistently demonstrates developmentally appropriate fundamental body control skill cues.

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

2.PE.1.3 Students demonstrate developing fundamental manipulative skills.

The **Advanced** student consistently demonstrates all developmentally appropriate fundamental manipulative skill cues and applies skill cues during movement experiences.

The **Proficient** student consistently demonstrates most developmentally appropriate fundamental manipulative skill cues.

The **Basic** student inconsistently demonstrates developmentally appropriate fundamental manipulative skill cues.

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

2.PE.1.4 Students demonstrate fundamental movement concepts related to space, effort, and relationships.

The **Advanced** student consistently demonstrates all developmentally appropriate fundamental movement concepts related to space, effort, and relationships during movement experiences.

The **Proficient** student consistently demonstrates most developmentally appropriate fundamental movement concepts related to space, effort, and relationships.

2020 Wyoming Physical Education Content Standards & PLDs

The **Basic** student inconsistently demonstrates developmentally appropriate fundamental movement concepts related to space, effort, and relationships.

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

2. FITNESS

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

2.PE.2.1 [This standard was removed by the 2020 Committee.]

This is Intentionally Left Blank.

2.PE.2.2 Students identify the health benefits of physical activity.

The **Advanced** student consistently identifies and describes the health benefits of physical activity.

The **Proficient** student consistently identifies the health benefits of physical activity.

The **Basic** student inconsistently identifies the health benefits of physical activity.

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

2.PE.2.3 [This standard was removed by the 2020 Committee.]

This is Intentionally Left Blank.

2.PE.2.4 Students engage in a variety of health-enhancing physical activities.

The **Advanced** student consistently engages independently in a variety of health-enhancing physical activities.

The **Proficient** student consistently engages in a variety of health-enhancing physical activities.

The **Basic** student inconsistently engages in a variety of health-enhancing physical activities.

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

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.

2.PE.3.1 Students know and follow rules, procedures, and safe practices in physical activity settings.

The **Advanced** student knows and models how to follow all rules, procedures, and safe practices consistently in physical activity settings.

The **Proficient** student knows and follows all rules, procedures, and safe practices consistently in physical activity settings.

The **Basic** student knows and follows rules, procedures, and safe practices inconsistently in physical activity settings.

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

2020 Wyoming Physical Education Content Standards & PLDs

2.PE.3.2 Students work respectfully with others in physical activity settings.

The **Advanced** student consistently models how to work respectfully with others in physical activity settings.

The **Proficient** student consistently works respectfully with others in physical activity settings.

The **Basic** student inconsistently works respectfully with others in physical activity settings.

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

2.PE.3.3 Students demonstrate persistence when participating in a variety of physical activities.

The **Advanced** student consistently demonstrates and models persistence when participating in a variety of physical activities.

The **Proficient** student consistently demonstrates persistence when participating in a variety of physical activities.

The **Basic** student inconsistently demonstrates persistence when participating in a variety of physical activities.

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

2.PE.3.4 Students identify physical activities that promote self-expression and enjoyment.

The **Advanced** student consistently identifies why physical activities can promote self-expression and enjoyment.

The **Proficient** student consistently identifies physical activities that promote self-expression and enjoyment.

The **Basic** student inconsistently identifies physical activities that promote self-expression and enjoyment.

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

2.PE.3.5 Students participate in movement concepts that promote self-expression.

The **Advanced** student consistently participates in and models movement concepts that promote self-expression.

The **Proficient** student consistently participates in movement concepts that promote self-expression.

The **Basic** student inconsistently participates in movement concepts that promote self-expression.

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

2020 Wyoming Physical Education Content Standards & PLDs

Grade 3-5 Physical Education Content Standards & PLDs

1. MOVEMENT SKILLS

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

5.PE.1.1 Students combine locomotor and body control skills into movement patterns.

The **Advanced** student consistently combines all locomotor and body control skills cues into mature movement patterns and applies patterns during movement experiences.

The **Proficient** student consistently combines most locomotor and body control skill cues into movement patterns.

The **Basic** student inconsistently combines locomotor and body control skill cues into movement patterns.

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

5.PE.1.3 Students demonstrate fundamental manipulative skills in a variety of physical activities.

The **Advanced** student consistently demonstrates and applies all fundamental manipulative skill cues in a variety of physical activities.

The **Proficient** student consistently demonstrates most fundamental manipulative skill cues in a variety of physical activities.

The **Basic** student inconsistently demonstrates fundamental manipulative skill cues in a variety of physical activities.

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

5.PE.1.4 Students demonstrate and apply foundational tactics and principles of movement.

The **Advanced** student consistently demonstrates and applies more complex foundational tactics and principles of movement.

The **Proficient** student consistently demonstrates and applies foundational tactics and principles of movement.

The **Basic** student inconsistently demonstrates and applies foundational tactics and principles of movement.

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

5.PE.1.6 Students identify critical elements of body control skills.

The **Advanced** student consistently identifies and models all critical elements of body control skills.

The **Proficient** student consistently identifies most critical elements of body control skills.

The **Basic** student inconsistently identifies critical elements of body control skills.

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

5.PE.1.7 Students identify critical elements of fundamental manipulative skills.

The **Advanced** student consistently identifies and models all critical elements of fundamental manipulative skills.

2020 Wyoming Physical Education Content Standards & PLDs

The **Proficient** student consistently identifies most critical elements of fundamental manipulative skills.

The **Basic** student inconsistently identifies critical elements of fundamental manipulative skills.

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

5.PE.1.8 Students explain foundational tactics and principles of movement.

The **Advanced** student consistently explains and models all foundational tactics and principles of movement.

The **Proficient** student consistently explains most foundational tactics and principles of movement.

The **Basic** student inconsistently explains foundational tactics and principles of movement.

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

2. FITNESS

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

5.PE.2.1 Students assess current levels of personal physical activity.

The **Advanced** student consistently assesses current levels of personal physical activity and identifies areas for improvement.

The **Proficient** student consistently assesses current levels of personal physical activity.

The **Basic** student inconsistently assesses current levels of personal physical activity.

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

5.PE.2.2 Students describe the health benefits of physical activity.

The **Advanced** student consistently describes the health benefits related to a variety of physical activities.

The **Proficient** student consistently describes the health benefits of physical activity.

The **Basic** student inconsistently describes the health benefits of physical activity.

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

5.PE.2.3 Students identify the principles, components, and practices of health-related fitness.

The **Advanced** student consistently identifies and describes the principles, components, and practices of health-related fitness as applied to specific examples.

The **Proficient** student consistently identifies the principles, components, and practices of health-related fitness.

The **Basic** student inconsistently identifies the principles, components, and practices of health-related fitness.

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

5.PE.2.4 Students engage in a variety of physical activities that will enhance health-related fitness.

The **Advanced** student consistently and independently engages in a variety of physical activities that will enhance components of health-related fitness.

2020 Wyoming Physical Education Content Standards & PLDs

The **Proficient** student consistently engages in a variety of physical activities that will enhance components of health-related fitness.

The **Basic** student inconsistently engages in a variety of physical activities that will enhance components of health-related fitness.

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

5.PE.2.5 Students recognize characteristics of health-related fitness products, technologies, and resources.

The **Advanced** student consistently recognizes and describes characteristics of health-related fitness products, technologies, and resources.

The **Proficient** student consistently recognizes characteristics of health-related fitness products, technologies, and resources.

The **Basic** student inconsistently recognizes characteristics of health-related fitness products, technologies, and resources.

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

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.

5.PE.3.1 Students describe the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.

The **Advanced** student describes the purpose of and models how to apply all appropriate rules, procedures, and safe practices consistently in physical activity settings.

The **Proficient** student describes the purpose of and applies all appropriate rules, procedures, and safe practices consistently in physical activity settings.

The **Basic** student describes the purpose of and applies appropriate rules, procedures, and safe practices inconsistently in physical activity settings.

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

5.PE.3.2 Students interact positively and communicate respectfully with others in physical activity settings.

The **Advanced** student consistently models positive interaction and respectful communication with others in physical activity settings.

The **Proficient** student consistently interacts positively and communicates respectfully with others in physical activity settings.

The **Basic** student inconsistently interacts positively and communicates respectfully with others in physical activity settings.

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

5.PE.3.3 Students participate in physical activities that promote self-challenge.

The **Advanced** student consistently participates and models persistence in physical activities that promote self-challenge.

The **Proficient** student consistently participates in physical activities that promote self-challenge.

The **Basic** student inconsistently participates in physical activities that promote self-challenge.

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

5.PE.3.4 Students describe physical activities that promote self-expression and enjoyment.

2020 Wyoming Physical Education Content Standards & PLDs

The **Advanced** student consistently describes and draws conclusions about how physical activities can promote self-expression and enjoyment.

The **Proficient** student consistently describes physical activities that promote self-expression and enjoyment.

The **Basic** student inconsistently describes physical activities that promote self-expression and enjoyment.

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

5.PE.3.5 Students participate in creative movement that promotes self-expression.

The **Advanced** student consistently participates in and models creative that promotes self-expression.

The **Proficient** student consistently participates in creative movement that promotes self-expression.

The **Basic** student inconsistently participates creative movement that promotes self-expression.

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

DRAFT for Educator Input

2020 Wyoming Physical Education Content Standards & PLDs

Grade 6-8 Physical Education Content Standards & PLDs

1. MOVEMENT SKILLS

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

8.PE.1.1 Students demonstrate movement skills and patterns in a variety of activities.

The **Advanced** student consistently demonstrates movement skills and patterns by applying all critical skill cues in a variety of activities.

The **Proficient** student consistently demonstrates movement skills and patterns by applying most critical skill cues in a variety of activities.

The **Basic** student inconsistently demonstrates movement skills and patterns in a variety of activities.

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

8.PE.1.2 Students demonstrate specialized manipulative skills in modified team activities.

The **Advanced** student consistently demonstrates all critical skill cues of specialized manipulative skills in modified team activities.

The **Proficient** student consistently demonstrates most critical skill cues of specialized manipulative skills in modified team activities.

The **Basic** student inconsistently demonstrates critical skill cues of specialized manipulative skills in modified team activities.

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

8.PE.1.3 Students demonstrate specialized skills in modified individual, dual, or lifetime activities.

The **Advanced** student consistently demonstrates all critical skill cues of specialized skills in modified individual, dual, or lifetime activities.

The **Proficient** student consistently demonstrates most critical skill cues of specialized skills in modified individual, dual, or lifetime activities.

The **Basic** student inconsistently demonstrates critical skill cues of specialized skills in modified individual, dual, or lifetime activities.

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

8.PE.1.4 Students apply tactical concepts in modified team activities.

The **Advanced** student consistently applies specialized tactical concepts in modified team activities.

The **Proficient** student consistently applies foundational tactical concepts in modified team activities.

The **Basic** student inconsistently applies foundational tactical concepts in modified team activities.

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

8.PE.1.5 Students apply tactical concepts or performance principles in individual, dual, or lifetime activities.

The **Advanced** student consistently applies specialized tactical concepts or performance principles in individual, dual, or lifetime activities.

The **Proficient** student consistently applies foundational tactical concepts or performance principles in individual, dual, or lifetime activities.

2020 Wyoming Physical Education Content Standards & PLDs

The **Basic** student inconsistently applies foundational tactical concepts or performance principles in individual, dual, or lifetime activities.
The **Below Basic** student does not meet the basic performance level.

8.PE.1.6 Students compare or contrast skills used for different movement patterns.

The **Advanced** student consistently compares and contrasts skills used for different movement patterns.

The **Proficient** student consistently compares or contrasts skills used for different movement patterns.

The **Basic** student inconsistently compares or contrasts skills used for different movement patterns.

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

8.PE.1.7 Students analyze specialized skills in a variety of activities.

The **Advanced** student consistently provides an analysis using all critical skill cues of specialized skills in a variety of activities.

The **Proficient** student consistently provides an analysis using most critical skill cues of specialized skills in a variety of activities.

The **Basic** student inconsistently provides an analysis using most critical skill cues of specialized skills in a variety of activities.

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

8.PE.1.8 Students analyze the use of tactics and/or principles of movement in a variety of physical activities.

The **Advanced** student consistently provides an analysis of the use of specialized tactics and/or principles of movement in a variety of physical activities.

The **Proficient** student consistently provides an analysis of the use of foundational tactics and/or principles of movement in a variety of physical activities.

The **Basic** student inconsistently provides an analysis of the use of foundational tactics and/or principles of movement in a variety of physical activities.

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

2. FITNESS

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

8.PE.2.1 Students create and monitor a personal goal using current levels of physical activity.

The **Advanced** student is able to accurately use all components of a systematic goal-setting process to create and monitor a personal goal using current levels of physical activity.

The **Proficient** student is able to accurately use most components of a systematic goal-setting process to create and monitor a personal goal using current levels of physical activity.

The **Basic** student is unable to accurately use most components of a systematic goal-setting process to create and monitor a personal goal using current levels of physical activity.

2020 Wyoming Physical Education Content Standards & PLDs

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

8.PE.2.2 Students compare or contrast the health benefits associated with a variety of physical activities.

The **Advanced** student is able to compare and contrast the health benefits associated with a variety of physical activities.

The **Proficient** student is able to compare or contrast the health benefits associated with a variety of physical activities.

The **Basic** student is unable to compare or contrast the health benefits associated with a variety of physical activities.

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

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

The **Advanced** student is able to create a short-term physical activity goal by applying most of the principles, components, and practices of health-related fitness.

The **Proficient** student is able to create a short-term physical activity goal by applying some of the principles, components, and practices of health-related fitness.

The **Basic** student is unable to create a short-term physical activity goal by applying some of the principles, components, and practices of health-related fitness.

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

8.PE.2.4 Students engage in a variety of physical activities that will enhance health-related fitness.

The **Advanced** student consistently and independently engages in a variety of physical activities that will enhance components of health-related fitness.

The **Proficient** student consistently engages in a variety of physical activities that will enhance components of health-related fitness.

The **Basic** student inconsistently engages in a variety of physical activities that will enhance components of health-related fitness.

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

8.PE.2.5 Students explain valid claims of health-related fitness products, technologies, and resources.

The **Advanced** student is able to use criteria to explain valid claims of a variety of health-related fitness products, technologies, and resources.

The **Proficient** student is able to use criteria to explain valid claims of health-related fitness products, technologies, and resources.

The **Basic** student is unable to use criteria to explain valid claims of health-related fitness products, technologies, and resources.

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

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.

2020 Wyoming Physical Education Content Standards & PLDs

8.PE.3.1 Students can explain and apply appropriate rules, procedures, safe practices, and etiquette in physical activity settings.

The **Advanced** student explains and models how to apply appropriate rules, procedures, safe practices, and etiquette consistently in physical activity settings.

The **Proficient** student explains and applies appropriate rules, procedures, safe practices, and etiquette consistently in physical activity settings.

The **Basic** student explains and applies appropriate rules, procedures, safe practices, and etiquette inconsistently in physical activity settings.

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

8.PE.3.2 Students communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.

The **Advanced** student communicates effectively to resolve conflict with others and promote respect in physical activity settings.

The **Proficient** student communicates effectively to avoid conflict with others and promote respect in physical activity settings.

The **Basic** student communicates ineffectively to avoid conflict with others and promote respect in physical activity settings.

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

8.PE.3.3 Students participate in physical activities that promote self-challenge, confidence, and independence.

The **Advanced** student consistently models participation in physical activities that promote self-challenge, confidence, and independence in others.

The **Proficient** student consistently participates in physical activities that promote self-challenge, confidence, and independence.

The **Basic** student inconsistently participates in physical activities that promote self-challenge, confidence, and independence.

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

8.PE.3.4 Students compare or contrast physical activities that promote self-expression and enjoyment.

The **Advanced** student consistently compares and contrasts physical activities that promote self-expression and enjoyment.

The **Proficient** student consistently compares or contrasts physical activities that promote self-expression and enjoyment.

The **Basic** student inconsistently compares or contrasts physical activities that promote self-expression and enjoyment.

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

8.PE.3.5 Students participate in aesthetic movement forms that promote self-expression.

The **Advanced** student consistently participates in and models aesthetic movement forms that promote self-expression.

The **Proficient** student consistently participates in aesthetic movement forms that promote self-expression.

The **Basic** student inconsistently participates in aesthetic movement forms that promote self-expression.

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

2020 Wyoming Physical Education Content Standards & PLDs

Grade 9-12 Physical Education Content Standards & PLDs

1. MOVEMENT SKILLS

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

12.PE.1.1 Students demonstrate combined movement skills and patterns in specialized settings.

The **Advanced** student consistently demonstrates biomechanically efficient combined movement skills and patterns by applying all critical skill cues in specialized settings.

The **Proficient** student consistently demonstrates combined movement skills and patterns by applying most critical skill cues in specialized settings.

The **Basic** student inconsistently demonstrates individual movement skills and patterns and inconsistently combines skills in specialized settings.

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

12.PE.1.2 Students demonstrate specialized manipulative skills in team activities.

The **Advanced** student consistently applies critical skill cues for specialized manipulative skills in team activities during game play.

The **Proficient** student consistently applies most critical skill cues for specialized manipulative skills in team activities.

The **Basic** student inconsistently applies skill cues for specialized manipulative skills in team activities.

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

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

The **Advanced** student consistently demonstrates biomechanically efficient specialized skills by applying all critical skill cues in individual, dual, or lifetime activities.

The **Proficient** student consistently demonstrates specialized skills by applying most critical skill cues in individual, dual, or lifetime activities.

The **Basic** student inconsistently demonstrates specialized skills in individual, dual, or lifetime activities.

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

12.PE.1.4 Students apply specialized tactical concepts in team activities.

The **Advanced** student consistently applies multiple specialized tactical concepts in team activities during game play.

The **Proficient** student consistently applies specialized tactical concepts in team activities.

The **Basic** student inconsistently applies specialized tactical concepts in team activities.

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

2020 Wyoming Physical Education Content Standards & PLDs

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

The **Advanced** student consistently applies multiple specialized tactical concepts and performance principles in individual, dual, or lifetime activities.

The **Proficient** student consistently applies specialized tactical concepts and performance principles in individual, dual, or lifetime activities.

The **Basic** student inconsistently applies specialized tactical concepts and performance principles in individual, dual, or lifetime activities.

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

12.PE.1.6 Students evaluate specialized skills used by self/others in team activities.

The **Advanced** student provides detailed evidence of critical skill cues to support their conclusions about performance of specialized skills used by self/others in team activities.

The **Proficient** student provides evidence of critical skill cues to support their conclusions about performance of specialized skills used by self/others in team activities.

The **Basic** student provides limited evidence of skill cues to support their conclusions about performance of specialized skills used by self/others in team activities.

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

12.PE.1.7 Students evaluate specialized skills used by self/others in individual, dual, or lifetime activities.

The **Advanced** student provides detailed evidence of critical skill cues to support their conclusions about performance of specialized skills used by self/others in individual, dual, or lifetime activities.

The **Proficient** student provides evidence of critical skill cues to support their conclusions about performance of specialized skills used by self/others in individual, dual, or lifetime activities.

The **Basic** student provides limited evidence of skill cues to support their conclusions about performance of specialized skills used by self/others in individual, dual, or lifetime activities.

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

12.PE.1.8 Students evaluate the use of specialized tactics and/or principles of movement in a variety of physical activities.

The **Advanced** student provides detailed evidence to support their conclusions about the effective use of specialized tactics and/or principles of movement in a variety of physical activities.

The **Proficient** student provides evidence to support their conclusions about the effective use of specialized tactics and/or principles of movement in a variety of physical activities.

The **Basic** student provides limited evidence to support their conclusions about the effective use of specialized tactics and/or principles of movement in a variety of physical activities.

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

2020 Wyoming Physical Education Content Standards & PLDs

2. FITNESS

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

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

The **Advanced** student accurately uses all components of a systematic goal-setting process to create, monitor, and evaluate a personal fitness goal. They use multiple sources of evidence based on their current level of physical activity to support their conclusions about the effectiveness of the goal.

The **Proficient** student accurately uses most components of a systematic goal-setting process to create, monitor, and evaluate a personal fitness goal. They use evidence based on their current level of physical activity to support their conclusions about the effectiveness of the goal.

The **Basic** student is unable to accurately use components of a systematic goal-setting process to create, monitor, and evaluate a personal fitness goal. They use limited evidence based on their current level of physical activity to support their conclusions about the effectiveness of the goal.

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

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

The **Advanced** student consistently provides convincing evidence to support their judgments about the health benefits of a variety of physical activities.

The **Proficient** student consistently provides evidence to support their judgments about the health benefits of a variety of physical activities.

The **Basic** student inconsistently provides limited evidence to support their judgments about the health benefits of a variety of physical activities.

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

12.PE.2.3 Students create, monitor, and evaluate a long-term physical activity goal by applying the principles and components of health-related fitness.

The **Advanced** student creates, monitors, and evaluates a long-term physical activity goal. They use multiple sources of evidence based on principles and components of health-related fitness to support their conclusions about the effectiveness of the goal.

The **Proficient** student creates, monitors, and evaluates a long-term physical activity goal. They use limited evidence based on principles and components of health-related fitness to support their conclusions about the effectiveness of the goal.

The **Basic** student creates, monitors, and evaluates a long-term physical activity goal. They use limited evidence based on principles and components of health-related fitness to support their conclusions about the effectiveness of the goal.

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

12.PE.2.4 Students engage in a variety of physical activities that will enhance health-related fitness.

The **Advanced** student consistently and independently engages in a variety of physical activities that will enhance all components of health-related fitness.

The **Proficient** student consistently engages in a variety of physical activities that will enhance components of health-related fitness.

2020 Wyoming Physical Education Content Standards & PLDs

The **Basic** student inconsistently engages in a variety of physical activities that will enhance components of health-related fitness.
The **Below Basic** student does not meet the basic performance level.

12.PE.2.5 Students will use criteria to evaluate health-related fitness products, technologies, and resources.

The **Advanced** student uses convincing evidence to support a judgment about health-related fitness products, technologies, and resources.
The **Proficient** student uses evidence to support a judgment about health-related fitness products, technologies, and resources.
The **Basic** student uses limited evidence to support a judgment about health-related fitness products, technologies, and resources.
The **Below Basic** student does not meet the basic performance level.

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.

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

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

12.PE.3.2 Students communicate effectively to promote positive group or team dynamics in physical activity settings.

The **Advanced** student consistently communicates effectively to promote positive group or team dynamics and resolve conflict in physical activity settings.
The **Proficient** student consistently communicates effectively to promote positive group or team dynamics in physical activity settings.
The **Basic** student inconsistently communicates effectively to promote positive group or team dynamics in physical activity settings.
The **Below Basic** student does not meet the basic performance level.

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

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

2020 Wyoming Physical Education Content Standards & PLDs

12.PE.3.4 Students use criteria to evaluate physical activities that promote self-expression and enjoyment and provide opportunities for social interaction.

The **Advanced** student uses convincing evidence to support a judgment about physical activities that promote self-expression and enjoyment and provide opportunities for social interaction.

The **Proficient** student uses evidence to support a judgment about physical activities that promote self-expression and enjoyment and provide opportunities for social interaction.

The **Basic** student uses limited evidence to support a judgment about physical activities that promote self-expression and enjoyment and provide opportunities for social interaction.

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

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

The **Advanced** student consistently models participation in physical activities that promote self-expression.

The **Proficient** student consistently participates in physical activities that promote self-expression.

The **Basic** student inconsistently participates in physical activities that promote self-expression.

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