COMPUTER SCIENCE, P.E., HEALTH EDUCATION, AND FINE & PERFORMING ARTS

Reduced from the 2020 Computer Science Standards, Proposed 2021 P.E. Standards, Proposed 2021 Health Education Standards, and Proposed 2022 F&PA Standards.

INTRODUCTION: The SBE passed a motion on a Resolution at their October 2021 meeting which described their desire to reduce the standards load on teachers. They later decided to have educator committees audit some of the content areas and those recently proposed versions, which included PE, Health, and F&PA. The audit committee's task was to identify the standards that are the 'Big Rocks', to create a more focused set of standards that aligns with the SBE's Profile of a Graduate. In this document, the numbering from one standard to the next may not be sequential. This gap shows the standard(s) that were removed from the state standards during the audit. The previous sets of standards, whether adopted or proposed, will remain accessible to educators as a resource guide and schools/districts may choose to go above and beyond the state expectations for student learning. For this reason, the standard numbering was not changed. Anything unique to a content area, including the Key to Standard Code, will be described below. Typically, the **Standard Code** is **EndGrade.ContentArea.Domain#.Standard#** with the exception of Computer Science, as described in that topic below.

COMPUTER SCIENCE: All Level 2 standards have been removed as they are considered advanced content. The previous resources for computer science, including the Practices, can be found on the WDE Computer Science webpage.
EndGrade.Domain.Subconcept.Standard#
Key: 2.CS.D.01 = 2nd Grade.**C**omputing **S**ystems.**D**evices.Standard #**1**

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

HEALTH EDUCATION: Two standards have been added at the secondary level that directly address suicide prevention: 8.HE.4.11 and 12.HE.4.11.
Key: 2.HE.1.1 = 2nd Grade. Health Education. Domain 1. Standard 1

FINE & PERFORMING ARTS: The Wyoming Fine and Performing Arts Standards are adapted from the National Core Arts Standards (NCAS) and may be used across the disciplines of Visual Arts, Music, Theatre, Media Arts, and Dance. The domains in this document are referred to as *artistic processes* in the NCAS.
Key: 2.FPA.C1 = 2ndGrade.Fine&PerformingArts.Create#1

K-2 Grade Band Standards

Computer Science

2.CS.HS.01 - Demonstrate and describe the function of common components of computing systems (hardware and software) (e.g., use a browser, search engine).

2.NI.C.01 - Explain what authentication factors (e.g., login) are, why we use them, and apply authentication to protect devices and information (personal and private) from unauthorized access.

2.AP.A.01 - With guidance, identify and model daily processes by creating and following algorithms (sets of step-by- step instructions) to complete tasks (e.g., verbally, kinesthetically, with robot devices, or a programming language).

2.AP.C.01 - With guidance, independently and collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing, conditionals, and repetition.

2.AP.PD.03 - Independently and collaboratively debug (identify and fix errors) programs using a programming language.

Fine & Performing Arts

2.FPA.C1 Generate and conceptualize artistic ideas and work.

2.FPA.R1 Perceive and analyze artistic work.

2.FPA.P1 Select, analyze, and interpret artistic work for presentation.

2.FPA.CO1 Synthesize and relate knowledge and personal experiences to make art.

Physical Education

2.PE.1.1 Demonstrate fundamental locomotor skills.

2.PE.1.2 Demonstrate fundamental body control skills.

2.PE.1.3 Demonstrate developing fundamental manipulative skills.

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

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

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

Health Education

2.HE.1.1 Identify people (e.g., school nurse, school counselor, trusted adult, family member, doctor, etc.) in and out of school who can help students improve their health and safety.

2.HE.2.2 Identify how health-related choices (e.g., decision to sneeze into sleeve prevents spreading germs) affect self or others.

2.HE.3.2 Identify appropriate ways to communicate (e.g., speaking and listening with good eye contact, clear purpose, etc.) about health needs, wants, and feelings.

2.HE.4.1 Identify behaviors that improve or maintain personal health.

2.HE.4.4 Identify emotions (e.g., anger, sadness, joy, etc.) and how they are linked to behaviors.

2.HE.4.11 Recognize how healthy and unhealthy behaviors affect self and others.

3-5 Grade Band Standards

Computer Science

5.CS.HS.01 - Model how information is translated, transmitted, and processed in order to flow through hardware and software to accomplish tasks.

5.NI.C.01 - Discuss real-world cybersecurity problems and identify and implement appropriate strategies for how personal information can be protected.

5.DA.S.01 - Justify the format and location for storing data based on sharing requirements and the type of information (e.g., images, videos, text).Justify the format and location for storing data based on sharing requirements and the type of information (e.g., images, videos, text).

5.AP.A.01 - Using grade appropriate content and complexity, compare and refine multiple algorithms for the same task and determine which is the most appropriate.

5.AP.C.01 - Using grade appropriate content and complexity, create programs that include sequences, events, loops, and conditionals, both individually and collaboratively.

Physical Education

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

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

5.PE.1.4 Demonstrate and apply foundational tactics and principles of movement.

5.PE.2.2 Describe the health benefits of physical activity.

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

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

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

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

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

Fine & Performing Arts

5.FPA.C2 Organize and develop artistic ideas and work.

5.FPA.R2 Interpret intent and meaning in artistic work.

5.FPA.P2 Develop and refine artistic techniques and work for presentation.

5.FPA.CO1 Synthesize and relate knowledge and personal experiences to make art.

5.FPA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Health Education

5.HE.1.1 Demonstrate the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks.

5.HE.2.4 Describe how others can influence health-related decisions.

5.HE.2.7 Use a decision-making process for a given health-related scenario (e.g., bullying, personal injury, nutrition, vaping).

5.HE.3.1 Describe how verbal and non-verbal techniques improve health or reduce health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

5.HE.3.3 Demonstrate the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks.

5.HE.4.1 Explain behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks.

5.HE.4.6 Demonstrate the ability to manage stress and emotions in a socially acceptable manner (e.g., positive ways to express anger, alternatives to violence, etc.).

5.HE.4.8 Set a short-term personal health goal and reflect on individual progress (e.g., brush teeth two times per day, walk 10,000 steps every day, 8-10 hours of sleep).

5.HE.4.10 Describe how individual, social, and cultural differences make us unique, and demonstrate the ability to value/show respect for others.

5.HE.4.11 Define various types of bullying, and the roles of the aggressor and bystanders in bullying situations (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyberbullying, hazing, etc.).

6-8 Grade Band Standards

Computer Science

8.CS.HS.01 - Design and refine a project that combines hardware and software components to collect and exchange data.

8.NI.C.01 - Critique physical and digital procedures that could be implemented to protect electronic data/information.

8.DA.CVT.01 - Using computational tools, transform collected data to make it more useful and reliable.

8.AP.V.01 - Using grade appropriate content and complexity, create clearly named variables that represent different data types and perform operations on their values.

8.AP.C.01 - Using grade appropriate content and complexity, design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.

8.AP.M.01 - Using grade appropriate content and complexity, decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.

8.AP.PD.04 - Using grade appropriate content and complexity, document programs in order to make them easier to follow, test, and debug.

8.IC.C.01 - Describe impacts associated with computing technologies that affect people's everyday activities and career options.

8.IC.SLE.02 - Using grade-level appropriate content and complexity, discuss the legal, social, and ethical impacts associated with software development and use, including both positive and malicious intent.

8.IC.SI.02 - Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.

Fine & Performing Arts

8.FPA.C3 Refine and complete artistic work.

8.FPA.R3 Apply criteria to evaluate artistic work.

8.FPA.P3 Convey meaning through the presentation of artistic work.

8.FPA.CO1 Synthesize and relate knowledge and personal experiences to make art.

8.FPA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Physical Education

8.PE.1.2 Demonstrate specialized manipulative skills in modified team activities.

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

8.PE.1.4 Apply tactical concepts in modified team activities.

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

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

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

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

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

6-8 Grade Band Standards

Health Education

8.HE.1.1 Demonstrate the ability to locate appropriate health resources at school or in the community and beyond that help enhance health and prevent or reduce health risks.

8.HE.1.2 Analyze situations or conditions to determine when health services are needed.

8.HE.2.2 Apply a systematic decision-making process that includes analysis of outcomes (e.g., impact of decision on self, on others) to enhance health and prevent, reduce, or avoid health risks.

8.HE.2.4 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).

8.HE.3.1 ~~Demonstrate the ability to use effective communication techniques (e.g., written, verbal, nonverbal, visual, electronic, etc.) to enhance health and prevent or reduce health risks~~. [CDAC removed]

8.HE.3.3 Demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors.

8.HE.3.4 ~~Describe negotiation and collaboration skills that enhance health and prevent or reduce health risks.~~ [CDAC removed]

8.HE.4.1 Differentiate between healthy and unhealthy behaviors for improving personal health.

8.HE.4.6 Demonstrate the ability to apply strategies to manage bad stress (e.g., sleep hygiene, proper nutrition, and trusted resources) and use good stress to motivate successful performance.

8.HE.4.8 Use multiple criteria (e.g., Specific, Measurable, Action-oriented, Realistic, Timely) to set a short-term personal health goal and make a plan for achieving it.

8.HE.4.11 Identify the behaviors and warning signs of self-harm and suicidal ideation, and explain how to seek help.

8.HE.4.13 Describe the impacts (e.g., depression, violence, avoidance, suicide, physical illness, etc.) of bullying on physical, mental, emotional, and social health.

8.HE.4.14 Explain the relationship between physical, social, mental, and emotional health.

9-12 Grade Band Standards

Computer Science

L1.CS.HS.01 - Explain the interactions between application software, system software, and hardware layers.

L1.NI.C.03 - Compare various security measures, considering trade-offs between the usability and security of a computing system.

L1.DA.CVT.01 - Create interactive data representations using software tools to help others better understand real-world phenomena (e.g., paper surveys and online data sets).

L1.AP.A.01 - Create a prototype that uses algorithms (e.g., searching, sorting, finding shortest distance) to provide a possible solution for a real-world problem relevant to the student.

L1.AP.A.02 - Describe how artificial intelligence algorithms drive many software and physical systems.

L1.AP.C.03 - Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.

L1.AP.M.01 - Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

L1.AP.PD.01 - Plan and develop programs by analyzing a problem and/or process, developing and documenting a solution, testing outcomes and adapting the program for a variety of users.

L1.AP.PD.04 - Design and develop computational artifacts, working in team roles, using collaborative tools.

L1.IC.SLE.03 - Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.

L1.IC.SLE.04 - Using grade level appropriate content and complexity, discuss the legal, social, and ethical impacts associated with software development and use, including both positive and malicious intent.

Fine & Performing Arts

12.FPA.C1 Generate and conceptualize artistic ideas and work.
12.FPA.C2 Organize and develop artistic ideas and work.
12.FPA.C3 Refine and complete artistic work.
12.FPA.R1 Perceive and analyze artistic work.
12.FPA.R2 Interpret intent and meaning in artistic work.
12.FPA.R3 Apply criteria to evaluate artistic work.
12.FPA.P1 Select, analyze, and interpret artistic work for presentation.
12.FPA.P2 Develop and refine artistic techniques and work for presentation.
12.FPA.P3 Convey meaning through the presentation of artistic work.
12.FPA.CC1 Synthesize and relate knowledge and personal experiences to make art.
12.FPA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Physical Education

12.PE.1.3 Demonstrate specialized skills in individual, dual, or lifetime activities.
12.PE.1.5 Apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities
12.PE.2.1 Create, monitor, and evaluate a personal goal using current levels of physical activity.
12.PE.2.2 Evaluate the health benefits of a variety of physical activities.
12.PE.3.1 Demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.
12.PE.3.3 Participate in physical activities that promote self-challenge, personal growth, and well-being.
12.PE.3.5 Participate in a variety of physical activities that promote self-expression.

9-12 Grade Band Standards

Health Education

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

12.HE.2.2 Apply a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health.

12.HE.3.1 Evaluate verbal and non-verbal techniques for communicating effectively with family, peers, and others to enhance health and prevent, reduce, or avoid health risks.

12.HE.3.2 Demonstrate the ability to use effective communication techniques to advocate for personal and community health.

12.HE.3.3 Demonstrate the ability to use refusal, negotiation, and collaboration skills to enhance health and to prevent, reduce, or avoid health risks.

12.HE.4.2 Demonstrate the ability to use a strategic approach to manage health risks and enhance health.

12.HE.4.6 Evaluate the appropriateness of various strategies for managing stress in specific situations.

12.HE.4.9 Monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal.

12.HE.4.11 Describe the behaviors and warning signs of self-harm and suicidal ideation, explain how to communicate with someone in need, and explain how to seek help [CDAC revision]

12.HE.4.12 Demonstrate the ability to advocate for acceptance of individual, social, and cultural differences.

12.HE.4.14 Analyze the relationship between physical, mental, emotional, and social health