**WCS Scope & Sequence 2015-16**

**Grade:** K-2  
**Subject:** Physical Education  
**1st Nine Weeks**

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Knowledge &amp; Processes</th>
<th>Student Friendly</th>
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<tbody>
<tr>
<td><em>(Standard 5)</em> A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings</td>
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**Performance Standards:**  
5.2.1 demonstrate an understanding of classroom rules, procedures, and safe practices  
5.2.2 work on assigned tasks individually or with others in a productive manner  
5.2.3 resolve conflicts in socially acceptable ways during physical education and recess  
5.2.4 interact positively with students in class regardless of personal differences  
5.3.1 work cooperatively with others in structured and non-structured activities  
5.3.2 demonstrate awareness of personal behavior and the role that it played in past activities with regard to cooperation and sharing  
**Health Standards**  
Standard 1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.  
1.1 define choices and consequences  
Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury. |  
Understanding and following of rules  
Good/bad choices and consequences  
Cooperation/teamwork  
Sportsmanship  
Safety is always first  
Getting along with others and problem solving | I can follow directions.  
I can follow the rules.  
I can work with others.  
I can work it out. I can work with everyone.  
I can be safe.  
I can share.  
I can be a good sport.  
I can make good choices.  
I can respect others.  
Execute, with few reminders, activity-specific rules and procedures  
Cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity  
Treat others with respect during physical activity  
Resolve conflicts in socially acceptable ways  
Work independently and on-task  
(HS)- identify safety rules related to leisure time activities (helmet and pad safety, sun safety)  
(HS)- identify ways that injuries can be prevented at home, school (playground), or during sports  
(HS)- state ways to prevent falls when playing (e.g. shoe tying, identifying safe and unsafe places to play)  
(HS)- identify situations that should be reported to responsible caregivers  
(HS)- explain the purpose of the 911 and the poison control hotline numbers  
(HS)- describe first aid techniques  
(HS)- identify the signs of choking and describe the techniques that should be used when |
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<tr>
<td><strong>10.3</strong> discuss the importance of safety rules</td>
<td><strong>responding to a conscious choking victim</strong></td>
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<tr>
<td><strong>10.4</strong> demonstrate the appropriate choices related to reducing unintentional injuries</td>
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<tr>
<td><strong>Standard 11:</strong> The student will understand appropriate care for injuries and sudden illness.</td>
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<tr>
<td><strong>11.1</strong> report when someone is injured or ill to a responsible caregiver</td>
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<tr>
<td><strong>11.2</strong> demonstrate basic first aid techniques (&quot;Check, Call, Care&quot;; refer to American Red Cross first aid procedures).</td>
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**Williamson County Schools**

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**WCS**

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**SCOOL**