### WCS Scope & Sequence 2014-15

**Grade:** 3-5  
**Subject:** Physical Education  
**1st Nine Weeks**

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<th>Learning Target</th>
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| *(Standard 5)* A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings | Knowledge:  
- Application of rules  
- Acceptable social behavior  
- Cooperation  
- Safe practices  
- Conflict resolution  
- *(HS)*- Decision making | I can follow directions and rules. I can work safely.  
I can complete my work on time.  
I can work with others in PE and recess.  
I can work it out. I can work with everyone.  
I can share.  
I can show good sportsmanship.  
I can make good choices.  
I can respect others. |
| **Performance Standards:**  
5.2.1 apply classroom rules, procedures and safe practices within physical education and at recess  
5.2.2 complete 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 demonstrate sportsmanship during physical education class  
5.2.5 interact positively with students in class regardless of personal differences  
5.3.1 demonstrate sportsmanship in physical education, recess, and outside the school setting | Processes:  
- Apply rules, procedures and safe practices  
- Cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity  
- Recognize and value attributes of individuals  
- Treat others with respect during physical activity  
- Resolve conflicts in socially acceptable ways  
- Work independently and on-task  
- *(HS)*- analyze how influences affect personal decision-making processes  
- *(HS)*- describe the connection between choices, actions, and consequences  
- *(HS)*- explain safety precautions that would help prevent injuries (e.g. helmet, pads, sun safety)  
- *(HS)*- distinguish between emergency and non-emergency situations  
- *(HS)*- describe and discuss basic first aid techniques for emergency care  
*(HS)*- describe and discuss an ability to locate | |
| **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 identify the effective decision making techniques  
1.2 identify the benefits of forming personal goals, values and standards | |
### Standard 10:
The student will understand attitudes and behaviors for preventing injuries and deaths from injury.
10.3 demonstrate and explain appropriate choices related to reducing unintentional injuries

### Standard 11:
The student will understand appropriate care for injuries and sudden illness.
11.1 describe appropriate actions for emergency and non-emergency situations
11.2 demonstrate first aid techniques

and utilize resources in emergency situations