# WCS Scope & Sequence 2014-15

**Grade:** 3-5  
**Subject:** Physical Education  
**Embedded Skills for All 9-Weeks**

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Knowledge &amp; Processes</th>
<th>Student Friendly</th>
</tr>
</thead>
</table>
| *(Standard 1)* Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. | Knowledge:  
- Space Awareness  
- Locomotor Skills  
- Levels  
- Directions  
- Pathways  
- Extensions  
  - Non-Locomotor  
- Effort:  
  - Time  
  - Force  
  - Flow  
- Relationships  
  - Of Body Parts  
  - With Objects and/or people  
- Sports Skills  
  - Dribbling  
  - Kicking & Punting  
  - Striking (Short-Handled and Long-Handled Implements  
  - Throwing  
  - Catching  
  - Volleying  
- Educational Gymnastics  
  - Balance  
  - Jumping & Landing  
  - Rolling & Transferring  
  - Weight  
- Dance and Rhythms  
  - Folk  
  - Cultural  
  - Square  
  - Creative  
  - Popular | I can move in control when I walk, hop, jump, gallop, slide, skip, leap, and run. I can move in levels, pathways, and directions. I can move slow and fast.  
I can twist, curl, stretch, turn, and make shapes with my body.  
I can move with a partner. I can use my skills in a game.  
I can play offense and defense.  
I can create my own game.  
I can cooperate with others in a game.  
I can keep an object away from the other team.  
I can play keep-away.  
I can create a gymnastics sequence and show it to others.  
I can create a dance sequence and show it to others.  
I can do different types of dances.  
I can do rhythms with different objects.  
I can be safe in all activities. |
1.2.9 Identify and apply safety principles in all activity situations

Processes:
- Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills
- Apply basic movement skills into specialized sequences
- Apply basic skills in game-like experiences
- Create strategies that can be used in game-like situations.
- Execute and refine specialized educational gymnastics skills
- Create, refine, and evaluate a gymnastics sequence demonstrating smooth transition
- Create patterns and combinations of movements in educational gymnastics, games, and rhythm/dance
- Acquire beginning skills in specialized movement forms
- Apply basic rhythmic skills into rhythmic activities and creative sequences
- Demonstrate and modify traditional and popular dance sequences
- Use responsible behavior in safety procedures for all physical activities

times in each set of 5 you are successful. Did you improve?

**Striking using short-handled implements:** Partner Observation - Use a forehand strike to move a lightweight ball towards a target. Have your partner count the number of strikes that hit the target out of 10. Six or more is satisfactory.

**Striking using long-handled implements:** Have the students create a hockey striking sequence including 2 pathways, 2 changes of speed, and 2 changes of direction. The student will perform their sequence to the teacher or a fellow student.

**Throwing & Catching:** 1) Teacher observation during small sided games, does the student throw the ball to the open student. 2) Have students list 3 strategies for a throwing game for either offense or defense.

**Volleying:** Teacher Observation (and/or checklist) - Can the students maintain a volley using the forearm pass or set in a small-sided game of “Keep it Up”.

| Balance /Transfer of Weight: Students are to combine a balance, transfer of weight and a traveling action into a gymnastics sequence. Students must have a clear beginning and end to the sequence and smooth transitions between the various skills. |
| Jumping & Landing: Students will create a jump rope sequence that has 3 different jump skills and one swinging skill. Perform for teacher or another student. |
| Dance & Rhythms: In small groups, students are given a list of various dance moves. The students will use this list to create a repeatable dance sequence. The sequence must include a minimum of 4 moves. |