### 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>
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</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. |
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<table>
<thead>
<tr>
<th>Processes:</th>
<th>Times in each set of 5 you are successful. Did you improve?</th>
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<tr>
<th>1.2.9 Identify and apply safety principles in all activity situations</th>
<th><strong>Processes:</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills</strong></td>
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<td><strong>Apply basic movement skills into specialized sequences</strong></td>
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<td><strong>Apply basic skills in game-like experiences</strong></td>
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<td><strong>Create strategies that can be used in game-like situations.</strong></td>
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<td><strong>Execute and refine specialized educational gymnastics skills</strong></td>
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<td><strong>Create, refine, and evaluate a gymnastics sequence demonstrating smooth transition</strong></td>
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<td><strong>Create patterns and combinations of movements in educational gymnastics, games, and rhythm/dance</strong></td>
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<td><strong>Acquire beginning skills in specialized movement forms</strong></td>
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<td><strong>Apply basic rhythmic skills into rhythmic activities and creative sequences</strong></td>
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<td><strong>Demonstrate and modify traditional and popular dance sequences</strong></td>
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<td><strong>Use responsible behavior in safety procedures for all physical activities</strong></td>
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</tbody>
</table>

**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”.  

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[Logo of Wilson County Schools]
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.