



## SCOPE & SEQUENCE: EARLY CHILDHOOD THROUGH HIGH SCHOOL

This document is a guide specifying the range of topics that are taught in SPARK Physical Education and in what sequence. The topics are organized by the SHAPE America Standards 1 through 5 and are sequenced by grade level. Each individual SPARK program (EC, K-2, 3-6, MS, and HS) includes a recommended sequence for specific content to be taught. This is meant as a guide and can be adapted to and will vary according to such factors as facilities, teaching schedules, equipment, and weather.

<b>LEGEND</b>	<b>I</b>	Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.
	<b>A</b>	Designates the grade(s) when the content is applied in varying contexts.
	<b>R</b>	Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

### SHAPE America Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

	EC	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-12th
<b>Locomotor Skills</b>											
Walking	I, A	I, A	R	R	R	R	R	R	R	R	R
Running	I, A	I, A	R	R	R	R	R	R	R	R	R
Galloping	I, A	I, A	R	R	R	R	R	R			
Side-Sliding	I	I, A	I, A	R	R	R	R	R	R	R	R
Hopping	I	I, A	I, A	R	R	R	R	R	R	R	R
Skipping	I	I, A	I, A	R	R	R	R	R	R	R	R
Leaping	I	I, A	I, A	R	R	R	R	R	R	R	R
Chasing and Fleeing		I	I, A	I, A	A	A	R	R	R	R	R
<b>Body Management (Non-Locomotor – Stability)</b>											
Balancing	I, A	I, A	A	A	A	A	A	R	R	R	R
Jumping/Landing	I, A	I, A	A	A	R	R	R	R	R	R	R
Weight Transfer	I	I	I	A	A	A	A	R	R	R	R
<b>Manipulatives</b>											
Rolling	I	I, A	I, A	I, A	A	A	A				
Bouncing	I	I	I, A	I, A	A	A	A	R	R	R	R
Throwing	I	I	I, A	I, A	A	A	A	R	R	R	R
Catching	I	I	I, A	I, A	A	A	A	R	R	R	R
Kicking	I	I	I, A	I, A	A	A	A	R	R	R	R
Hand Dribbling	I	I	I, A	I, A	A	A	A	R	R	R	R

<b>LEGEND</b>	<b>I</b>	Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.
	<b>A</b>	Designates the grade(s) when the content is applied in varying contexts.
	<b>R</b>	Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

	EC	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-12th
<b>Manipulatives (continued)</b>											
Foot Dribbling		I	I, A	I, A	A	A	A	R	R	R	R
Foot Passing		I	I, A	I, A	A	A	A	R	R	R	R
Trapping		I	I, A	I, A	A	A	A	R	R	R	R
Volleying		I	I	I	I, A	I, A	I, A	R	R	R	R
Striking with Short-Handled Implements		I	I	I	I, A	I, A	I, A	R	R	R	R
Striking with Long-Handled Implements				I	I	I, A	I, A	R	R	R	R
<b>Sports/Activities</b>											
<b>Aquatics</b>											
Water Safety											I, A
Stroke Technique											I, A
Flip Turns											I
Snorkeling											I
Synchronized Swimming											I
Diving											I
Water Polo											I
<b>Rhythms/Dance</b>											
Jumping Rope (Long)		I	I, A	I, A				R	R	R	
Jumping Rope (Individual)		I	I, A	I, A	A	A	A	R	R	R	R
Jumping Rope (Double Dutch)								I	I, A	I, A	R
Ribbons/Streamers	I	IA	A	R							
Jump Bands					I	A	A	R	R	R	R
Line Dancing					I	A	A	R	R	R	R
Square Dancing					I, A	A	A	R	R	R	R
Folk Dancing		I	A	A	A	A	A	R	R	R	R
Social Dancing								I, A	I, A	I, A	R
Choreographing		I	I	I	I, A	I, A	A	R	R	R	R

<b>LEGEND</b>	<b>I</b>	Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.
	<b>A</b>	Designates the grade(s) when the content is applied in varying contexts.
	<b>R</b>	Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

	EC	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-12th
<b>Individual Activities</b>											
Cycling											I, A
Golfing								I, A	A	A	R
<b>Dual Activities/Paddle/Racquet Activities</b>											
Badminton					I	I	I	I, A	A	A	R
Handball								I, A	A	R	R
Racquetball								I, A	A	A	R
Tennis											
Table Tennis											
Pickleball					I	I	I	A	A	R	R
<b>Combatives</b>											
Self-Defense											I, A
Kick-Boxing								I	I	I	A
Martial Arts											I, A
<b>Stunts/Tumbling</b>											
Stunts	I	I	I, A	I, A	A	A	A	R	R	R	R
Balance	I	I	I, A	I, A	A	A	A	R	R	R	
Tumbling		I	I, A	I, A	I, A	A	A	R	R	R	
Rhythmic Gymnastics											I
<b>Cooperatives</b>											
Pairs			I	I	A	A	A	R	R	R	R
Small Groups			I	I	A	A	A	R	R	R	R
Large Groups					I, A	A	A	R	R	R	R
<b>Team Activities</b>											
Basketball					I	A	A	R	R	R	R
Cultural Games (e.g. Tawkraw)								I, A	A	A	R
Hockey					I	A	A	R	R	R	R
Football					I	I, A	A	R	R	R	R
Ultimate Frisbee					I	I, A	A	R	R	R	R
Volleyball					I	I, A	A	R	R	R	R
Softball					I	A	A	R	R	R	R
Soccer					I	A	A	R	R	R	R
Outdoor Activities											I, A

<b>LEGEND</b>	<b>I</b>	Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.
	<b>A</b>	Designates the grade(s) when the content is applied in varying contexts.
	<b>R</b>	Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

	EC	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-12th
<b>Team Activities (continued)</b>											
Orienteering											I, A
Geo-Caching											I
Rock Climbing											I
Disc Golf					I	A	A	R	R	R	R
Lacrosse											I, A
<b>Fitness</b>											
Resistance Training					I	A	A	A	A	A	R
Plyometrics					I	I, A	I, A	A	A	A	R
Pilates								I, A	I, A	A	R
Circuits		I	I, A	I, A	A	A	A	R	R	R	R
Walking/Jogging/ Running		I	A	A	A	A	A	R	R	R	R
Group Fitness/ Aerobic Dance					I	A	A	R	R	R	R
Triathlon											I
Yoga/Power Stretching								I	A	A	R
Cross-Training											I, A

<b>LEGEND</b>	<b>I</b>	Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.
	<b>A</b>	Designates the grade(s) when the content is applied in varying contexts.
	<b>R</b>	Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

**SHAPE America Standard 2:**  
**The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

	EC	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-12th
<b>Spatial Awareness</b>											
Personal Space	I	I	A	A	R	R	R	R	R	R	R
General Space	I	I	A	A	R	R	R	R	R	R	R
Boundaries	I	I	A	A	R	R	R	R	R	R	R
Levels of Movement	I	I	I	A	R	R					
Pathways	I	I	I	A	R	R	R	R	R	R	
Directions	I	I	I	A	R	R					
Effort/Speed/Tempo	I	I	A	A	R	R	R	R	R	R	R
Force	I	I	I	A	A	A	A	R	R	R	R
Relationships											
Body Parts	I	I	I	A	A	R	R	R	R	R	R
With Objects	I	I	I	A	A	R	R	R	R	R	R
With People	I	I	A	A	A	R	R	R	R	R	R
<b>Concepts, Principles, and Strategies</b>											
Identifies elements of correct form for motor skills	I	I	A	A	R	R	R	R	R	R	R
Uses feedback to improve performance		I	I	A	A	R	R	R	R	R	R
Uses knowledge of critical elements to give feedback to others					I	A	A	A	A	A	R
Describes the FITT Principle and how it relates to fitness					I	A	A	R	R	R	R
Describes and demonstrates how skills learned in one physical activity can be transferred to another						I	A	A	A	A	R
Describes basic principles of training and how they improve fitness					I	I	I	A	A	A	R

<b>LEGEND</b>	<b>I</b>	Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.
	<b>A</b>	Designates the grade(s) when the content is applied in varying contexts.
	<b>R</b>	Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

	EC	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-12th
<b>Concepts, Principles, and Strategies (continued)</b>											
Describes and applies strategies and tactics for mini-games					I	I	I	A	A	A	R
Uses information from a variety of sources to guide and improve performance								I, A	A	A	R
Demonstrates knowledge to develop an activity plan								I, A	A	A	R
Reaction Time		I	I, A	I, A	A	A	A	A	A	A	R
Agility				I	A	A	A	A	A	A	R
Coordination			I	A	A	A	A	A	A	A	R
Explosive Power					I	I	I, A	A	A	A	R
Speed				I	A	A	A	A	A	A	R
Offense				I	I, A	A	A	A	A	A	R
Defense				I	I, A	A	A	A	A	A	R
Transition (from O to D and D to O)							I	I, A	A	A	R
Leverage					I	A	A	I, A	A	A	R
Force		I	A	A	A	A	A	A	A	A	R
Inertia								I	A	A	R
Rotary Motion											I
Opposition		I	A	A	A	A	A	A	A	A	R
Buoyancy					I	I, A	A	A	A	A	R
Aerobic and Anaerobic					I	A	A	A	A	A	R
Analyzes consumer products/programs								I	I	A	R
Exercise Safety					I, A	A	A	A	A	A	R
Uses complex movement concepts to refine skills and apply to the learning of new skills								I	A	A	R

<b>LEGEND</b>	<b>I</b>	Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.
	<b>A</b>	Designates the grade(s) when the content is applied in varying contexts.
	<b>R</b>	Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

### SHAPE America Standard 3:

**The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

	EC	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-12th
Participates in a variety of activities outside of PE, during school hours	I	A	A	A	A	A	A	R	R	R	R
Participates in a variety of activities outside of school	I	A	A	A	A	A	A	R	R	R	R
Participates in organized physical activity outside of PE class					I	A	A	R	R	R	R
Monitors physical activity using a pedometer					I	A	A	A	A	A	R
Sets realistic PA goals and strives to attain them					I	I	A	A	A	A	R
Accumulates a specified number of steps during the day					I	A	A	A	A	A	R
Determines the intensity of a physical activity using perceived exertion						I	I, A	A	A	A	R
Monitors physical activity using heart rate monitor							I	A	A	A	R
Participates in a variety of activities that increase breathing and heart rate		I	I, A	A	A	A	R	R	R	R	R
Sustains activity for increasingly longer periods of time throughout the year		I	I, A	A	A	A	A	R	R	R	R

<b>LEGEND</b>	<b>I</b>	Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.
	<b>A</b>	Designates the grade(s) when the content is applied in varying contexts.
	<b>R</b>	Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

	EC	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-12th
<b>SHAPE America Standard 3 (continued)</b>											
Recognizes that health-related physical fitness consists of 5 different components					I	A	A	A	A	A	R
Explains the benefits of regular PA				I	A	A	A	A	A	A	R
Participates in selected activities that develop and maintain each component of fitness					I	A	A	A	A	A	R
Identifies strengths and weaknesses based on fitness assessment					I	I	A	A	A	A	R
Demonstrates appropriate training principles when engaged in activity to improve fitness					I	I	I	A	A	A	R
Formulates meaningful personal fitness goals based on fitness assessment					I	I	A	A	A	A	R
Demonstrates ability to monitor personal fitness program to meet own needs and goals							I	A	A	A	R



<b>LEGEND</b>	<b>I</b>	Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.
	<b>A</b>	Designates the grade(s) when the content is applied in varying contexts.
	<b>R</b>	Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

### SHAPE America Standard 4:

**The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

	EC	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-12th
Demonstrates responsible personal/social behavior during PE	I	I	I	A	A	A	A	A	A	A	R
Uses equipment safely	I	I	I	A	A	A	A	R	R	R	R
Demonstrates elements of appropriate conflict resolution during PE		I	I, A	A	A	A	A	R	R	R	R
Demonstrates ability to teach an activity or skill to others					I	A	A	R	R	R	R
Regularly encourages others and refrains from put-downs				I	A	A	R	R	R	R	R
Demonstrates cooperation skills				I	I, A	I, A	A	R	R	R	R
Able to accomplish group goals in both cooperative and competitive activities					I	A	A	R	R	R	R
Demonstrates self-direction, responsible behavior, and communication skills in PE				I	I, A	A	A	R	R	R	R
Participates in activity for personal enjoyment	I	A	A	A	A	A	A	A	A	A	R

<b>LEGEND</b>	<b>I</b>	Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.
	<b>A</b>	Designates the grade(s) when the content is applied in varying contexts.
	<b>R</b>	Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

### **SHAPE America Standard 5:**

**The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

	EC	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-12th
Tries new movements and skills	I	A	A	A	A	A	A	R	R	R	R
Persists if not successful on first try		I	I, A	A	A	A	A	R	R	R	R
Chooses to practice skills needing improvement					I	I, A	A	A	A	A	R
Exhibits ways to use the body and movement to express self	I	I, A	A	A	A	A	A	R	R	R	R
Seeks personally challenging experiences in PA opportunities					I	A	A	A	A	A	R
Works with others to achieve a common goal				I	I	A	A	R	R	R	R
Creates and performs a small group dance routine					I	I, A	A	R	R	R	R