

SPARK Scope and 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 NASPE Standards 1 through 6 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 meet each school's needs. Needs will vary according to such factors as facilities, teaching schedules, equipment, and weather.

SPARK

Scope and Sequence

- I 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.
- A Designates the grade(s) when the content is applied in varying contexts.
- R Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

NASPE Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities											
	EC	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th – 12 th
Locomotor Skills											
Walking	IA	IA	R	R	R	R	R	R	R	R	R
Running	IA	IA	R	R	R	R	R	R	R	R	R
Galloping	IA	IA	R	R	R	R	R	R			
Side-Sliding		IA	IA	R	R	R	R	R	R	R	R
Hopping		IA	IA	R	R	R	R	R	R	R	R
Skipping		IA	IA	R	R	R	R	R	R	R	R
Leaping		IA	IA	R	R	R	R	R	R	R	R
Chasing and Fleeing			I	I	A	A	R	R	R	R	R
Body Management											
Balancing	IA	IA	A	A	A	A	A	R	R	R	R
Jumping/Landing	IA	IA	A	A	R	R	R	R	R	R	R
Weight Transfer	I	I	I	A	A	A	A	R	R	R	R
Manipulatives											
Rolling	I	I	I	I	A	A	A				
Bouncing	I	I	I	I	A	A	A	R	R	R	R
Throwing	I	I	I	I	A	A	A	R	R	R	R
Catching	I	I	I	I	A	A	A	R	R	R	R
Hand Dribbling			I	I	I	A	A	R	R	R	R
Foot Dribbling			I	I	I	A	A	R	R	R	R
Foot Passing				I	I	A	A	R	R	R	R
Trapping				I	I	A	A	R	R	R	R
Volleying					IA	IA	IA	R	R	R	R
Striking with Short-handled Implements			I	I	IA	IA	IA	R	R	R	R
Striking with Long-					I	IA	IA	R	R	R	R

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handled Implements											
Sports/Activities											
Aquatics											
Water Safety								IA	IA	IA	IAR
Stroke Technique											IAR
Flip Turns											IAR
Snorkeling											IAR
Synchronized Swimming											IAR
Diving											IAR
Water Polo											IAR
Rhythms/Dance											
Jumping Rope (long)		I	I	IA							
Jumping Rope (individual)				I	A	A	R	R	R	R	R
Jumping Rope (Double Dutch)								I	A	A	R
Ribbons/Streamers	I	A	A	R							
Jump Bands					I	A	A	R	R	R	R
Line Dancing					IA	A	A	R	R	R	R
Square Dancing					IA	A	A	R	R	R	R
Folk Dancing		IA	A	A	A	A	A	R	R	R	R
Social Dancing											IAR
Choreographing					I	IA	IA	R	R	R	R
Individual Activities											
Cycling											IA
Golfing								I	A	A	R
Dual Activities/Paddle/Racquet Activities											
Badminton							I	IA	A	A	R
Handball				I	I	I	A	A	A	R	R
Racquetball								A	A	A	R
Tennis								IA	IA	A	R
Table Tennis								IA	IA	A	R
Pickleball					I	I	I	A	A	R	R
Combatives											
Self-Defense											IA
Kick-Boxing											I
Martial Arts											I
Stunts/Tumbling											
Stunts	I	I	I	I	A	A	A	A	R	R	R

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Balance	I	I	I	A	A	A	A	R	R	R	R
Tumbling				I	I	A	A	R			
Rhythmic Gymnastics											I
Cooperatives											
Pairs			I	I	IA	A	A	R	R	R	R
Small Groups					I	A	A	R	R	R	R
Large Groups					I	A	A	R	R	R	R
Team Activities											
Basketball					I	A	A	A	A	A	R
Cultural Games (e.g. Takraw)								I	A	A	R
Hockey					I	A	A	A	A	A	R
Football						I	A	A	A	A	R
Ultimate Frisbee					I	I	A	A	A	A	R
Volleyball						I	A	A	A	A	R
Softball					I	A	A	A	A	A	R
Soccer					I	A	A	A	A	A	R
Outdoor Activities										I	A
Orienteering										I	A
Geocaching											IAR
Rock Climbing							I	A	A	A	A
Disc Golf					I	A	A	A	A	A	R
Lacrosse											IA
Fitness											
Resistance Training					I	A	A	A	A	A	R
Plyometrics					I	A	A	A	A	A	R
Pilates											IA
Circuits				I	I	A	A	A	A	A	R
Walking/Jogging /Running		I	A	A	A	A	A	R	R	R	R
Group Fitness/Aerobic Dance					I	A	A	A	A	A	R
Triathlon											I
Yoga/Power Stretching											IAR
Cross-Training											I

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NASPE Standard 2: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.											
	EC	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th – 12 th
Spatial Awareness											
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
Concepts, Principles, and Strategies											
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	A	A	R
Describes and applies strategies and tactics for mini-games.						IA	A	A	A	A	R
Uses information from a variety of sources to guide and improve performance.								IA	A	A	R
Demonstrates knowledge								I	A	A	R

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	EC	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th – 12 th
to develop an activity plan.											
Reaction Time		I	A	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	A	A	A	A	R
Speed				I	A	A	A	A	A	A	R
Offense				I	A	A	A	A	A	A	R
Defense				I	A	A	A	A	A	A	R
Transition (from O to D and D to O)							I	IA	A	A	R
Leverage					I	A	A	IA	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											IA
Aerobic and Anaerobic					I	A	A	A	A	A	R
Analyzes consumer products/programs								I	I	A	R
Exercise Safety				IA	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

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NASPE Standard 3: Participate regularly in physical activity.											
	EC	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th – 12 th
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	IA	A	A	R
Determine the intensity of a physical activity using perceived exertion.								I	A	A	R
Monitors physical activity using heart-rate monitor.								I	A	A	R

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NASPE Standard 4: Achieve and maintain a health-enhancing level of physical fitness.											
	EC	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th – 12 th
Participates in a variety of activities that increase breathing and HR.		I	IA	A	A	A	R	R	R	R	R
Sustains activity for increasingly longer periods of time throughout the year.		I	IA	A	A	A	A	R	R	R	R
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	I	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	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	I	A	A	R

NASPE Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical activity setting.											
	EC	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th – 12 th
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	IA	A	A	A	A	R	R	R	R
Demonstrates and assesses own personal behavior during PE.		I	I	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	I	IA	R	R	R	R	R
Demonstrates cooperation skills.				I	I	I	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	R	R	R	R
Participates in activity for personal enjoyment.	I	A	A	A	A	A	A	A	A	A	R

NASPE Standard 6: Value physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.											
	EC	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th – 12 th
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	R	R	R	R
Chooses to practice skills needing improvement.					I	I	A	A	A	A	R
Exhibits ways to use the body and movement to express self.	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	R	R	R	R