

SPARK Scope and Sequence Early Childhood through High School 6.16.2011

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 Early Childhood through High School 6.16.2011

| 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 |
| Synchronized Swimming | | | | | | | | | | | I |
| Diving | | | | | | | | | | | I |
| Water Polo | | | | | | | | | | | I |
| Rhythms/Dance | | | | | | | | | | | |
| Jumping Rope (long) | | I | IA | IA | | | | R | R | R | |
| Jumping Rope (individual) | | I | IA | IA | A | A | A | R | R | R | R |
| Jumping Rope (Double Dutch) | | | | | | | | I | IA | IA | 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 | | | | | IA | A | A | R | R | R | R |
| Folk Dancing | | I | A | A | A | A | A | R | R | R | R |
| Social Dancing | | | | | | | | IA | IA | IA | R |
| Choreographing | | I | I | I | IA | IA | A | R | R | R | R |
| Individual Activities | | | | | | | | | | | |
| Cycling | | | | | | | | | | | IA |
| Golfing | | | | | | | | IA | A | A | R |
| Dual Activities/Paddle/Racquet Activities | | | | | | | | | | | |
| Badminton | | | | | I | I | I | IA | A | A | R |
| Handball | | | | | | | | IA | A | R | R |
| Racquetball | | | | | | | | IA | A | A | R |
| Tennis | | | | | | | | | | | |
| Table Tennis | | | | | | | | | | | |
| Pickleball | | | | | I | I | I | A | A | R | R |
| Combatives | | | | | | | | | | | |
| Self-Defense | | | | | | | | | | | IA |
| Kick-Boxing | | | | | | | | I | I | I | A |
| Martial Arts | | | | | | | | | | | IA |
| Stunts/Tumbling | | | | | | | | | | | |
| Stunts | I | I | IA | IA | A | A | A | R | R | R | R |
| Balance | I | I | IA | IA | A | A | A | R | R | R | |
| Tumbling | | I | IA | IA | IA | A | A | R | R | R | |
| Rhythmic Gymnastics | | | | | | | | | | | I |
| Cooperatives | | | | | | | | | | | |
| Pairs | | | I | I | A | A | A | R | R | R | R |
| Small Groups | | | I | I | A | A | A | R | R | R | R |
| Large Groups | | | | | IA | A | A | R | R | R | R |

SPARK Scope and Sequence Early Childhood through High School 6.16.2011

| 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, Principals, 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 | I | A | A | A | R |
| Describes and applies strategies and tactics for mini-games | | | | | I | I | I | A | A | A | R |

SPARK Scope and Sequence Early Childhood through High School 6.16.2011

| 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 |
| Uses information from a variety of sources to guide and improve performance | | | | | | | | IA | A | A | R |
| Demonstrates knowledge to develop an activity plan | | | | | | | | IA | A | A | R |
| Reaction Time | | I | IA | IA | 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 | IA | A | A | A | R |
| Speed | | | | I | A | A | A | A | A | A | R |
| Offense | | | | I | IA | A | A | A | A | A | R |
| Defense | | | | I | IA | 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 | 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 | IA | 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 | | | | | IA | 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 |

SPARK Scope and Sequence Early Childhood through High School 6.16.2011

| NASPE Standard 3: Participates 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 | A | A | A | R |
| Determine the intensity of a physical activity using perceived exertion | | | | | | I | IA | A | A | A | R |
| Monitors physical activity using heart-rate monitor | | | | | | | I | A | A | A | R |

SPARK Scope and Sequence Early Childhood through High School 6.16.2011

| 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 heart rate | | 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 | 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 |

SPARK Scope and Sequence Early Childhood through High School 6.16.2011

| 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 | IA | A | A | A | A | R | R | R | R |
| Chooses to practice skills needing improvement | | | | | I | IA | A | A | A | A | R |
| Exhibits ways to use the body and movement to express self | I | IA | 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 | IA | A | R | R | R | R |