



## Grades K-2 Health& Physical Education Scope and Sequence

Unit	Spotlight on Skills (From SPARK PE)	Manipulatives (From SPARK PE)	Concepts At-A-Glance	Health Education Themes
1) This unit focuses on creating a positive learning environment and establishing class and student protocols to include boundaries and routines, start and stop signals, and the ASAP. Students will also receive instruction/reinforcement in basic movement concepts.	Building a Foundation	Cones Dome Cones	<ul style="list-style-type: none"><li>• Rules of the Play</li><li>• Structure/Boundaries</li><li>• Movement Basics: Locomotor skills (hop, gallop, etc.) vs. movement concepts (levels, pathways, etc.)</li></ul>	Interpersonal Communication, Conflict Resolution <ul style="list-style-type: none"><li>• Demonstrate healthy ways to express needs, feelings and wants</li></ul>
2) This unit uses the parachute to encourage cooperative behavior among students while combining stretching, strength development, and rhythmic activities. Suggested activities from the manipulatives section use beanbags and fluff balls.	Parachute	Bean Bags Fluff Balls Parachutes	<ul style="list-style-type: none"><li>• Spatial awareness, upper body muscular endurance, and cardiovascular endurance</li><li>• Cooperation and accepting personal challenges</li></ul>	Access Information <ul style="list-style-type: none"><li>• Identify ways to locate help within the school and community</li></ul>
3) In this unit, students explore rolling, passing, and trapping with a partner, as well as kicking for accuracy and for distance. Hoops are used for the manipulative portion of this unit and include activities such as rolling, spinning, and tossing.	Kicking/Trapping	Hoops Cones Playground Balls	<ul style="list-style-type: none"><li>• Spatial awareness, foot dribbling, and trapping a ball</li><li>• Participating in enjoyable yet challenging activities</li><li>• Sustained continuous movement for extended periods</li></ul>	Disease Prevention and Treatment School and Community Health <ul style="list-style-type: none"><li>• Describe ways to prevent communicable diseases (hand washing, covering mouth when sneezing) and non-communicable diseases (exercising, healthy eating)</li></ul>
4) This unit focuses on improving basic body concepts, special awareness and motor control through partner and group dances. Personal and social skills are also reinforced through these activities.	Rhythmic Skills Dance	Scarves Beanbags Music	<ul style="list-style-type: none"><li>• Identifying and demonstrating movement elements and skills in performing dance</li><li>• Dance in various cultures and historical periods</li></ul>	Human Body Systems <ul style="list-style-type: none"><li>• Identify basic body parts and their functions</li></ul>
5) This unit focuses on improving students' balance, coordination, flexibility, agility and strength through basic gymnastic activities. Activities from the manipulatives section can use beanbags, which also can be used to practice balance.	Balance, Stunts, and Tumbling	Bean Bag Cones Spot Markers Mats Music	<ul style="list-style-type: none"><li>• Spatial awareness, balance, non-loco-motor skills, and loco-motor skills</li><li>• Cardiovascular endurance, flexibility, muscular strength, and muscular endurance</li><li>• Participating, appreciating and enjoying movement</li><li>• Respecting others</li></ul>	Self-Management Skills <ul style="list-style-type: none"><li>• Demonstrate healthy behaviors that maintain or improve health (tooth brushing, hand washing, bathing)</li><li>• Demonstrate appropriate interpersonal skills</li></ul>

6) This unit builds on previously learned manipulative skills through more advanced activities such as striking an object with a hand and progressing to short handled objects. Balloons are selected for the manipulatives portion of this unit as they can be used for both volleying and striking practice.	Dribbling, Volleying, and Striking	Balloon Fluffballs Playground Balls Lollipop Paddles Batting Tees	<ul style="list-style-type: none"> <li>• Catching a self-bounced ball, tossing underhand, body awareness, hand dribbling a ball, distinguishing between left and right, striking a ball using the hand, striking using a paddle</li> <li>• Participating in enjoyable and challenging activities</li> <li>• Participates, appreciates, and enjoys movement</li> </ul>	Refusal Skills <ul style="list-style-type: none"> <li>• Describe the impact of first and second hand smoke on one's health</li> <li>• Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation</li> <li>• Distinguish between helpful medicines and harmful drugs</li> </ul>
7) This unit focuses on the fundamental skills of catching and throwing through the use of objects of various sizes, shapes, and weights. Students practice throwing for accuracy and distance, and at both stationary and moving targets. Throws are combined with catching skills – from a bounce and in the air with hands and scoops.	Catching and Throwing	Bean Bag Scarves Fluffballs Hoops Playground balls	<ul style="list-style-type: none"> <li>• Spatial awareness, rolling, and catching</li> <li>• Participating in enjoyable and challenging activities</li> <li>• Participating, appreciating and enjoying movement</li> <li>• Cooperating with a partner</li> </ul>	Nutrition <ul style="list-style-type: none"> <li>• Identify foods that are high in fats, sodium, and sugars and reasons these foods are bad choices</li> <li>• Sort foods according to groups</li> </ul>
8) In this unit, students practice different ways to jump and land using spot markers, hoops, and ropes. Activities in this unit range from jumping and landing, exploration to stationary rope, jumping, turning a long rope, jumping a long rope while it is being turned and finally jumping a rope that is self turned.	Jumping	Hoops Bean Bags Spot markers Cones Drum Music	<ul style="list-style-type: none"> <li>• Spatial awareness, body awareness, loco-motor movements, non loco-motor movements</li> <li>• Participating in enjoyable yet challenging activities</li> <li>• Cardiovascular endurance</li> <li>• Participating, appreciating and enjoying movement</li> <li>• Cooperating with a partner</li> </ul>	Emotional Health <ul style="list-style-type: none"> <li>• Recognize that there are multiple dimensions of health (physical, emotional/mental)</li> </ul>
9) In this unit students will learn and reinforce movement skills, strategies and cooperation through game play. Games are designed to promote health-related fitness and motor-skill development.	World Games	Various	<ul style="list-style-type: none"> <li>• Spatial awareness, body awareness, loco-motor movements, non loco-motor movements</li> <li>• Participating in enjoyable yet challenging activities</li> <li>• Cardiovascular endurance</li> <li>• Participating, appreciating and enjoying movement</li> <li>• Cooperating with a partner</li> </ul>	