



Chicago Public Schools Physical Education Scope & Sequence

The scope and sequence serves as a curriculum roadmap for PreK-12 physical education. It serves as a guide that illustrates the range of topics and skills that should be taught, along with the sequence on instruction. The scope and sequence can be modified for each unique school situation including facilities, equipment, student body and personnel.

This document was created to be the core of instructional skills for the physical education curriculum. Many of the skills included can be further defined and applied in combination with each other and in dynamic game or activity situations making them appropriate for varied age and skill levels.

The scope and sequence is organized according to the National Association for Sports and Physical Education standards.

Definitions

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|---------------------|---|
| E = Emerging | Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition. |
| M = Maturing | Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes, which will continue to be refined with practice. |
| A = Applying | Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments. |

NASPE Standard 1:

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

Skills	Pre-K	K	1	2	3	4	5	6	7	8	High School
Running	E	→	→	M	A	→	→	→	→	→	→
Galloping	E	→	M	A	→	→	→	→	→	→	→
Sliding	E	→	M	A	→	→	→	→	→	→	→
Leaping			E	→	M	A	→	→	→	→	→
Jumping & landing	E	→	→	→	M	A	→	→	→	→	→
• Jumping Rope (Long)		E	→	→	M	A	→	i	i	i	i
• Jumping Rope (Short)		E	→	→	M	A	→	i	i	i	i
Hopping	E	→	M	A	→	→	→	→	→	→	→
Skipping	E	→	→	M	A	→	→	→	→	→	→
Bending, twisting & turning			E	M	→	→	A	→	→	→	→
Curling & stretching	E	→	→	M	→	→	A	→	→	→	→
Balance	E	→	→	→	M	→	A	→	→	→	→
Pushing & pulling	E	→	→	M	→	→	A	→	→	→	→
Weight transfer				E	M	→	→	A	→	→	→

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Rolling	E	→				M	→	A	→			
Throwing												
• Underhand throw/toss	E	→			M	→		A	→			
• Overhand throw	E	→					M	A	→			
• Frisbee					E	→	M	→	A	→		
• Spiral					E	→		M	→			A
Catching	E	→					M	A	→			
Dribbling/ball control												
• Hand (Basketball)		E	→				M	A	→			
• Foot (Soccer)			E	→			M	A	→			
Kicking/punting		E	→				M	→	A	→		
Volleying												
• Underhand		E	→				M	A	→			
• Overhand							E	→	ii	ii	ii	ii
• Set									E	→	M	A
Striking		E	→				M	A	→			

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Combining balance & weight transfers				E	→	→	→	M	→	A	→			
Combining locomotors & manipulatives							E	→	M	→	A	→		
Combining jumping, landing, locomotors & manipulatives								E	M	A	→	→		
Shooting at a goal							E	→	→	M	→	A	→	
Passing & receiving														
• Hands							E	→	→	M	→	A	→	
• Feet					E	→		M	→	→	A	→	→	
• Chest Pass						E	→		M	→		A	→	→
• Bounce Pass						E	→		M	→		A	→	→
• Overhead Pass						E	→		M	→		A	→	→
• Forearm pass								E	→		M	→	A	→
• Lead pass									E	→		M	→	→
• Give & go										E	M	→	→	→
Offensive skills														
• Pivots										E	M	A	→	→
• Fakes										E	→		M	→

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• Jab step									E	→	M	→	
• Screen											E	→	
Defensive skills													
• Drop step										E	→	M	→
• Defensive or athletic stance										E	→	M	→
Water Safety													
• Stroke Technique													E-A
• Breathing Technique													E-A
• Diving													E-A
• Flip Turns													E-A
NASPE Standard 2: <i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>													
<i>Skills</i>	<i>Pre-K</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>High School</i>		
Movement Concepts													
• General Space	E	→	M	→	A	→	→	→	→	→	→	→	
• Personal Space	E	→	M	→	A	→	→	→	→	→	→	→	
• Boundaries	E	→	→	M	A	→	→	→	→	→	→	→	

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• Direction, levels & pathways					E	→		M	→	A	E
• Speed/time & force/power					E	→		M	→	A	E
• Chasing, fleeing & dodging	E	→		M	A	→					

Proximity

• Over/Under	E	→	M	→	A	→				
• Near/Far	E	→	M	→	A	→				
• Front/Behind	E	→	M	→	A	→				
• Around	E	→	M	→	A	→				

Movement Strategies

• Basic offensive strategies						E	→	M	→	A	→
• Basic defensive strategies						E	→	M	→	A	→

NASPE Standard 3:

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

Skills	Pre-K	K	1	2	3	4	5	6	7	8	High School
Understands importance of participating in regular physical activity		E	→			M	→		A	→	
Participates regularly in various types of physical activity		E	→			M	→			A	

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Understands nutrition as it relates to fitness		E	→							M	→	A	
Fitness knowledge		E	→							M	→	A	
Understands the FITT principles						E	→			M	→	A	→
Stress management										E	→	M	

NASPE Standard 4:
The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Skills	Pre-K	K	1	2	3	4	5	6	7	8	High School
Demonstrating personal responsibility	E	→			M	→		A	→		
Accepting feedback	E	→			M	→		A	→		
Working well with others	E	→			M	→		A	→		
Following rules	E	→				M	→		A	→	
Moving around/using equipment safely	E	→		M	→		A	→			

NASPE Standard 5:
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Skills	Pre-K	K	1	2	3	4	5	6	7	8	High School
Participates in physical activity for health benefits				E	→			M	→		A
Participates in physical activity in order to challenge self				E	→			M	→		A

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Participates in physical activity for enjoyment and self-expression		E	→				M	→			A
Participates in physical activity for social interaction					E	→		M	→		A

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