

SPARK Alignment with Ontario Physical Education Outcomes
(K-2 Version 2008)
Grade 1

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Living Skills By the end of Grade 1, students will:			
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Building a Foundation Rubric	<ul style="list-style-type: none"> • General Space and Creative Moves • Body Management and Balance • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Games Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Switcheroo • Frog Crossing 	<ul style="list-style-type: none"> • Balance, Stunts and Tumbling • Recess Activities • Games
1.3 communicate effectively, using	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops 	<ul style="list-style-type: none"> • Games

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p>		<ul style="list-style-type: none"> • Changing Places • Partner Throw and Catch 	<ul style="list-style-type: none"> • Parachute • Catching and Throwing
<p>1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members</p>	<p>Games Rubric Recess Rubric</p>	<ul style="list-style-type: none"> • Long Rope Jumping II • Oxygen Boogie • Keep It Up 	<ul style="list-style-type: none"> • Jump Rope • Games • Dribbling, Volleying, and Striking
<p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education</p>	<p>Balance, Stunts and Tumbling (Create a Routine) Rubric</p>	<ul style="list-style-type: none"> • Create a Routine • Showtime • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Dribbling, Volleying, and Striking • Building a Foundation

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living Strand (Active Participation, Physical Fitness, Safety) By the end of Grade 1, students will:			
A1.1 actively participate in a wide variety of program activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part	Games Rubric	<ul style="list-style-type: none"> • Crazy Cones • Stunts Introduction • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Balance, Stunts, and Tumbling • Building a Foundation
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities	Sample debrief question: <i>What are some of your favorite activities to play that make your heart beat faster?</i> <i>Why do you enjoy these activities?</i>	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
A1.3 identify a variety of ways to be physically active at school and at home	Sample debrief question: <i>Name some activities you can do at home that make your heart beat faster.</i>	<ul style="list-style-type: none"> • Hopscotch • Monkey in the Middle • Switcheroo 	<ul style="list-style-type: none"> • Recess Activities • Recess Activities • Recess Activities
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • 4 Corners • Locomotor Skills, Levels, and Directions 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • Building a Foundation

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
of twenty minutes each day			
A2.2 demonstrate an understanding of how being active helps them to be healthy	Sample debrief question: <i>What happens to your heart when you make it beat faster on a regular basis?</i>	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
A2.3 identify the physical signs of exertion during a variety of physical activities	Sample debrief question: <i>What happens to your heart when you exercise?</i>	<ul style="list-style-type: none"> • Locomotor Grab Bag • Fitness Introduction • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Games
A3.1 demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Color Tag 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games
A3.2 identify environmental factors that pose safety risks during their participation in physical activity	Sample debrief question: <i>Why can it be unsafe to play in extreme heat or extreme cold?</i>	<ul style="list-style-type: none"> • Orientation and Personal Space 	<ul style="list-style-type: none"> • Building a Foundation

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Competence Strand: Skills, Concepts, and Strategies By the end of Grade 1, students will:			
B1.1 perform a variety of static balances, using different body parts at different levels	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Bean Bag Balances 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling
B1.2 demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them	Building a Foundation Rubric	<ul style="list-style-type: none"> • The Freeze • General Space and Creative Moves • Move and Groove 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Parachute
B1.3 perform a variety of locomotor movements, travelling in different directions and using different body parts	Building a Foundation Rubric	<ul style="list-style-type: none"> • 4 Corners • Locomotor Skills, Levels, and Directions • Locomotor Grab Bag 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • ASAP
B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Keep It Up • Kicking for Distance 	<ul style="list-style-type: none"> • Catching and Throwing • Dribbling, Volleying, and Striking • Kicking and Trapping
B1.5 receive objects of different	Catching and	<ul style="list-style-type: none"> • Partner Throw 	<ul style="list-style-type: none"> • Catching and

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
shapes and sizes at different levels and in different ways, using different body parts	Throwing Rubric	and Catch <ul style="list-style-type: none"> • Catching and Throwing Circuit • Partner Roll, Pass, and Trap 	Throwing <ul style="list-style-type: none"> • Catching and Throwing • Kicking and Trapping
B2.1 demonstrate an understanding that different physical activities have different components (<i>e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette</i>), and apply this understanding as they participate in and explore a variety of individual and small-group activities	Games Rubric	<ul style="list-style-type: none"> • Catch a Tail • Stuck-in-the-Mud • Squirrels in the Trees 	<ul style="list-style-type: none"> • Games • Games • Games
B2.2 apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities	Games Rubric	<ul style="list-style-type: none"> • Volleying and Striking Introduction • General Space and Creative Moves • Stunts Introduction 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Building a Foundation • Balance, Stunts, and Tumbling

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Healthy Living Strand

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Understanding Health Concepts, Making Healthy Choices, Making Connections for Healthy Living By the end of Grade 1, students will:			
C1.1 explain why people need food to have healthy bodies	Sample debrief question: <i>How does eating healthy food help you to have a healthy body?</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	<ul style="list-style-type: none"> • Games • Games • ASAP
C1.2 demonstrate an understanding of essential knowledge and practices for ensuring their personal safety	Sample debrief question: <i>How can you tell if something or someone is inside of your personal space?</i>	<ul style="list-style-type: none"> • Orientation and Personal Space • Pathways and Creative Moves • General Space and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
C2.1 describe how the food groups in Canada's Food Guide (i.e., vegetables and fruit, grain products, milk and alternatives, meat and alternatives) can be used to make healthy food choices	Canada's Food Guide not addressed in SPARK curriculum		
C2.2 know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits	Sample debrief question: <i>Why is it important to drink water while you are exercising? After you are exercising?</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	<ul style="list-style-type: none"> • Games • Games • ASAP
C2.3 demonstrate the ability to	Authentic Assessment	<ul style="list-style-type: none"> • Houdini Hoops 	<ul style="list-style-type: none"> • Games

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
recognize caring behaviors and exploitive behaviors and describe the feelings associated with each	of Independent Working Skills: <ul style="list-style-type: none"> • Following Directions • Positive Sportsmanship • Self-Control • Respect for Others • Helping and Encouraging Others 	<ul style="list-style-type: none"> • Emotion Motion • Line Boogie 	<ul style="list-style-type: none"> • ASAP • Manipulatives
C2.4 apply their knowledge of essential safety practices to take an active role in their own safety at school	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Stunts Orientation 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling
C3.1 demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Stunts Orientation • Pathways and Creative Moves • General Space and Creative Moves 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Building a Foundation
C3.2 identify habits and behaviors that can be detrimental to health, and explain how people can be encouraged to adopt healthier	Sample debrief question: Why can eating a lot of junk food be bad	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag 	<ul style="list-style-type: none"> • Games • Games • ASAP

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
alternatives	for your health? How could you encourage someone to eat healthier foods?	(High-Five Tag SPARK It Up!)	

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Growth and Development By the end of Grade 1, students will:			
describe simple life cycles of plants and animals, including humans	Not addressed in SPARK curriculum		
recognize that rest, food, and exercise affect growth	Sample debrief question: <i>Why does healthy food give you energy to play?</i>	Fitness Introduction (SPARK It Up!)	Building a Foundation
identify the major parts of the body by their proper names.	Sample debrief question: <i>What body part are you stretching now?</i>	<ul style="list-style-type: none"> • Flexibility • Body Management and Balance • Basic Body Positions 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Balance, Stunts, and Tumbling

SPARK Alignment with Ontario Physical Education Outcomes
(K-2 Version 2008)
Grade 2

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Living Skills By the end of Grade 2, students will:			
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Building a Foundation Rubric	<ul style="list-style-type: none"> • General Space and Creative Moves • Body Management and Balance • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Games Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Switcheroo • Frog Crossing 	<ul style="list-style-type: none"> • Balance, Stunts and Tumbling • Recess Activities • Games
1.3 communicate effectively, using	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops 	<ul style="list-style-type: none"> • Games

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p>		<ul style="list-style-type: none"> • Changing Places • Partner Throw and Catch 	<ul style="list-style-type: none"> • Parachute • Catching and Throwing
<p>1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members</p>	<p>Games Rubric Recess Rubric</p>	<ul style="list-style-type: none"> • Long Rope Jumping II • Oxygen Boogie • Keep It Up 	<ul style="list-style-type: none"> • Jump Rope • Games • Dribbling, Volleying, and Striking
<p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education</p>	<p>Balance, Stunts and Tumbling (Create a Routine) Rubric</p>	<ul style="list-style-type: none"> • Create a Routine • Showtime • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Dribbling, Volleying, and Striking • Building a Foundation

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living Strand (Active Participation, Physical Fitness, Safety) By the end of Grade 2, students will:			
A1.1 actively participate in a wide variety of program activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part	Games Rubric	<ul style="list-style-type: none"> • Crazy Cones • Stunts Introduction • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Balance, Stunts, and Tumbling • Building a Foundation
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities	Sample debrief question: <i>What are some of your favorite activities to play that make your heart beat faster?</i> <i>Why do you enjoy these activities?</i>	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
A1.3 identify reasons for participating in physical activity every day	Sample debrief question: <i>What things could you do easier if your muscles were stronger?</i> <i>What are some other reasons for being physically active every day?</i>	<ul style="list-style-type: none"> • Locomotor Grab Bag • Fitness Introduction • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Games
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • 4 Corners 	<ul style="list-style-type: none"> • Building a Foundation • ASAP

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day		<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions 	<ul style="list-style-type: none"> • Building a Foundation
A2.2 describe different types of activities that improve the strength of the heart and lungs	Sample debrief question: <i>Name some activities that make your heart beat faster.</i>	<ul style="list-style-type: none"> • Fitness Introduction • Locomotor Grab Bag • Cookie Monster Tag 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games
A2.3 recognize their degree of exertion in physical activities by using simple assessment methods	Sample debrief question: <i>Was your heart rate the same before, during, and after you exercised? How did it change?</i>	<ul style="list-style-type: none"> • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
A2.4 participate in setting and achieving realistic personal and group goals related to physical activity	Sample debrief question: <i>What are some things you can you do to improve your endurance?</i>	<ul style="list-style-type: none"> • Fitness Introduction (SPARK It Up!) • Home Plays 	<ul style="list-style-type: none"> • Building a Foundation • Various Units
A3.1 demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity	Games Rubric	<ul style="list-style-type: none"> • Chasing and Fleeing • General Space and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation
A3.2 identify ways of protecting	Sample Debrief	<ul style="list-style-type: none"> • Stunts 	<ul style="list-style-type: none"> • Balance, Stunts, and

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
themselves and others, including those with medical conditions, from safety risks while participating in physical activity	Question: <i>What are some things you can do to keep others safe when moving in general space?</i>	Introduction <ul style="list-style-type: none"> General Space and Creative Moves 	Tumbling <ul style="list-style-type: none"> Building a Foundation

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Competence Strand: Skills, Concepts, and Strategies By the end of Grade 2, students will:			
B1.1 perform a variety of static balances with and without equipment, using different body parts at different levels and making different body shapes	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> Basic Body Positions Body Management and Balance Static Balances 	<ul style="list-style-type: none"> Balance, Stunts, and Tumbling Building a Foundation Balance, Stunts, and Tumbling
B1.2 demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet	Jumping Rubric	<ul style="list-style-type: none"> Jumping and Landing Jumping and Landing Patterns Jump for Distance 	<ul style="list-style-type: none"> Balance, Stunts, and Tumbling Jumping Jumping
B1.3 perform a variety of locomotor movements, with and without equipment, travelling in different directions and at different speeds, and using different	Building a Foundation Rubric	<ul style="list-style-type: none"> Locomotor Skills, Levels, and Directions Pathways and Creative Moves Tempos and Creative 	<ul style="list-style-type: none"> Building a Foundation Building a Foundation Building a Foundation

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
pathways		Moves	
B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts	Catching and Throwing Rubric	<ul style="list-style-type: none"> ● Rolling and Catching with a Partner ● Catching and Throwing Circuit ● Passing in Pairs 	<ul style="list-style-type: none"> ● Catching and Throwing ● Catching and Throwing ● Kicking and Trapping
B1.5 receive objects of different shapes and sizes at different levels and in different ways, using different body parts	Catching and Throwing Rubric	<ul style="list-style-type: none"> ● Partner Throw and Catch ● Partner Throw and Catch Challenges ● Catching and Throwing Circuit 	<ul style="list-style-type: none"> ● Catching and Throwing ● Catching and Throwing ● Catching and Throwing
B2.1 demonstrate an understanding that different physical activities have different components (<i>e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette</i>), and apply this understanding as they participate in and explore a variety of individual and small-group activities	Games Rubric	<ul style="list-style-type: none"> ● Catch a Tail ● Stuck-in-the-Mud ● Squirrels in the Trees 	<ul style="list-style-type: none"> ● Games ● Games ● Games
B2.2 apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities	Games Rubric	<ul style="list-style-type: none"> ● Sheep Dogs ● Throwing Underhand to Targets ● Triangle Passing 	<ul style="list-style-type: none"> ● Dribbling, Volleying, and Striking ● Catching and Throwing

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		and 3-Player Kick and Score	<ul style="list-style-type: none"> • Kicking and Trapping

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Healthy Living Strand Understanding Health Concepts, Making Healthy Choices, Making Connections for Healthy Living By the end of Grade 2, students will:			
C1.1 demonstrate an understanding of practices that enhance personal safety in the home		Home Plays, Various Units	
C1.2 identify common food allergies and sensitivities		Not addressed in SPARK K-2	
C1.3 describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines		Not addressed in SPARK K-2	
C2.1 use Canada's Food Guide to assess the nutritional value of meals (<i>e.g., in terms of food groups and number and size of servings</i>), and identify food and beverage choices that enhance healthy growth and development		Not addressed in SPARK K-2	

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
C2.2 demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control	Sample debrief question: <i>How can you make healthy choices when you go to eat at a restaurant?</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	<ul style="list-style-type: none"> • Games • Games • ASAP
C2.3 explain the importance of standing up for themselves, and demonstrate the ability to apply behaviors that enhance their personal safety in threatening situations	Sample debrief question: <i>What are some things you can do if you are being bullied?</i>	<ul style="list-style-type: none"> • Emotion Motion 	<ul style="list-style-type: none"> • ASAP
C3.1 describe how to relate positively to others (<i>e.g., cooperate, show respect, smile, manage anger</i>), and describe behaviors that can be harmful in relating to others	Sample debrief question: <i>What are some things you can do to demonstrate cooperation when playing with others?</i>	<ul style="list-style-type: none"> • Grouping and Moving Together • Changing Places • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • Parachute • ASAP
C3.2 describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems	Not addressed in SPARK K-2		

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Growth and Development By the end of Grade 2, students will:			
distinguish the similarities and differences between themselves and others	Sample debrief question:	<ul style="list-style-type: none"> • Orientation and General Space 	<ul style="list-style-type: none"> • Building a Foundation
describe how germs are transmitted and how this relates to personal hygiene	Not addressed in SPARK K-2		
identify the five senses and describe how each functions.	Not addressed in SPARK K-2		

SPARK Alignment with Ontario Physical Education Outcomes
(3-6 Version 2009)
Grade 3

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Living Skills By the end of Grade 3, students will:			
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> ● Personal Best Day ● Mixed Fitness Circuit ● Pedometer Activity 	<ul style="list-style-type: none"> ● Personal Best Day ● Fitness Circuit ● Map Challenges
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> ● Personal Best Day ● Mixed Fitness Circuit ● Pedometer Activity 	<ul style="list-style-type: none"> ● Personal Best Day ● Fitness Circuit ● Map Challenges
1.3 communicate effectively, using	Cooperative Skills	<ul style="list-style-type: none"> ● Survivor 	<ul style="list-style-type: none"> ● Fitness Challenges

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Performance Rubric	Challenge <ul style="list-style-type: none"> ● Roll the Dice ● Soccer Group Challenge 	<ul style="list-style-type: none"> ● Fitness Circuits ● Soccer
1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> ● All-Run Softball ● Mini-Hockey ● Mini-Soccer 	<ul style="list-style-type: none"> ● Softball ● Hockey ● Soccer
1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> ● Group Juggling ● Stepping Stones ● Parachute Play (Small Group) 	<ul style="list-style-type: none"> ● Cooperative Games ● Cooperative Games ● Cooperative Games

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living Strand (Active Participation, Physical Fitness, Safety) By the end of Grade 3, students will:			
A1.1 actively participate in a wide variety of program activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part	Cooperative All-Star Self-Check	<ul style="list-style-type: none"> ● Grid Passing ● Stunts and Tumbling Circuit ● Dribbling Partner Tag 	<ul style="list-style-type: none"> ● Basketball ● Stunts and Tumbling ● Soccer
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities	Sample debrief questions: <i>Name some of your favorite physical activities? Why are they your favorites?</i> <i>What are some things that can increase your enjoyment of physical activity?</i>	<ul style="list-style-type: none"> ● Aerobic Dance ● Tag Team Challenge ● Mambo #5 	<ul style="list-style-type: none"> ● Group Fitness ● Walk, Jog, Run ● Dance
A1.3 describe the benefits of participating in physical activity every day	Sample debrief questions: <i>If you made your muscles stronger, would it make a difference in how far you could throw your beanbag? If you improved your muscular endurance,</i>	<ul style="list-style-type: none"> ● Mixed Fitness Circuit ● Fitness Grid ● Partner Mixed Fitness Challenges 	<ul style="list-style-type: none"> ● Fitness Circuits ● Fitness Circuits ● Fitness Challenges

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>how would it affect your ability to perform skills? Can you name some other benefits you might get from daily participation in physical activity?</i>		
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> ● Personal Best Day ● Pedometer Activity ● Mixed Fitness Circuit 	<ul style="list-style-type: none"> ● Personal Best Day ● Map Challenges ● Fitness Circuits
A2.2 identify new capabilities and other benefits that may result from improved cardiorespiratory fitness	Sample debrief question: <i>Name some changes that take place in your body when you dance, jog, run, etc.</i>	<ul style="list-style-type: none"> ● Inside, Outside Walk/Jog ● Aerobic Dance ● Aerobic Capacity Circuit 	<ul style="list-style-type: none"> ● Walk, Jog, Run Activities ● Group Fitness ● Fitness Circuits
A2.3 assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods	Sample debrief question: <i>How would you rate your level of exercise intensity using the scale of perceived exertion?</i>	<ul style="list-style-type: none"> ● Solo Aerobic Fitness Challenge ● Aerobic Capacity Circuit ● Aerobic Dance 	<ul style="list-style-type: none"> ● Fitness Challenges ● Fitness Circuits ● Group Fitness

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
A2.4 develop and act on personal goals related to physical activity	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> ● Personal Best Day ● Pedometer Activity ● Mixed Fitness Circuit 	<ul style="list-style-type: none"> ● Personal Best Day ● Map Challenges ● Fitness Circuits
A3.1 demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> ● Learning the Stunts ● Tag ● Mini-Hockey 	<ul style="list-style-type: none"> ● Stunts and Tumbling ● Chasing and Fleeing ● Hockey
A3.2 describe how to respond to accidents or injuries incurred while participating in physical activity	Sample debrief question? <i>What should you do if someone gets injured while participating in physical activities?</i>	<ul style="list-style-type: none"> ● Learning the Stunts ● Tag ● Mini-Hockey 	<ul style="list-style-type: none"> ● Stunts and Tumbling ● Chasing and Fleeing ● Hockey

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Competence Strand: Skills, Concepts, and Strategies By the end of Grade 3, students will:			
B1.1 perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment	Create a Routine Performance Rubric	<ul style="list-style-type: none"> ● Those Tricky Transitions ● Stunt Stories and Tumbling Tales ● Create a Routine 	<ul style="list-style-type: none"> ● Stunts and Tumbling ● Stunts and Tumbling ● Stunts and

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			Tumbling
B1.2 demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control	Stunts and Tumbling Self-Check (Jumping and Landing)	<ul style="list-style-type: none"> • Look, Learn and Leave • Track and Field 	<ul style="list-style-type: none"> • Stunts and Tumbling • Aerobic Games
B1.3 perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions	Dance Rubric	<ul style="list-style-type: none"> • 5, 6, 7, 8 • 4 Corners • Sport Moves Aerobics 	<ul style="list-style-type: none"> • Dance • ASAP • Group Fitness
B1.4 send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment	<ul style="list-style-type: none"> • Flying Disc Performance Rubric • Volleyball Performance Rubric • Football Performance Rubric 	<ul style="list-style-type: none"> • Backhand Throw and Catch • Cooperative Countdown • Air Assault 	<ul style="list-style-type: none"> • Flying Disc • Volleyball • Football
B1.5 retain objects of different shapes and sizes in different ways, using different body parts and equipment	<ul style="list-style-type: none"> • Softball Performance Rubric • Football Performance Rubric • Flying Disc Performance 	<ul style="list-style-type: none"> • Partner Throw and Catch • Introduction to Forward Pass • Intro to Throw and Catch 	<ul style="list-style-type: none"> • Softball • Football • Flying Disc

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Rubric		
B2.1 demonstrate an understanding that different physical activities have different components (<i>e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette</i>), and apply this understanding as they participate in and explore a variety of individual and small-group activities	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Aerobic Bowling • Triangle Fielding • 5-Person Kick and Dribble 	<ul style="list-style-type: none"> • Aerobic Games • Softball • Soccer
B2.2 apply a variety of simple tactics to increase their chances of success during physical activities	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Passing Drills • Punt, Pass, & Pitch Golf • Grid Passing 	<ul style="list-style-type: none"> • Soccer • Football • Basketball

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Healthy Living Strand Understanding Health Concepts, Making Healthy Choices, Making Connections for Healthy Living By the end of Grade 3, students will:			
C1.1 demonstrate an understanding of how the origins of food (<i>e.g., where the food is grown, how it is made</i>) affect its nutritional value and environmental impact			

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
C1.2 demonstrate an understanding of different types of legal and illegal substance abuse and the impacts of abusing these substances on themselves and others			
C2.1 demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health			
C2.2 apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom			
C2.3 apply decision-making strategies to make healthy choices about behaviors and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered			
C3.1 explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices			
C3.2 explain how the portrayal of fictional violence in various media			

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
can create an unrealistic view of the consequences of real violence			

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Growth and Development By the end of Grade 3, students will:			
outline the basic human and animal reproductive processes (e.g., the union of egg and sperm);	Not specifically addressed in SPARK curriculum		
describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height)			

SPARK Alignment with Ontario Physical Education Outcomes
(3-6 Version 2009)
Grade 4

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Living Skills By the end of Grade 4, students will:			
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> ● Personal Best Day ● Mixed Fitness Circuit ● Pedometer Activity 	<ul style="list-style-type: none"> ● Personal Best Day ● Fitness Circuit ● Map Challenges
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> ● Personal Best Day ● Mixed Fitness Circuit ● Pedometer Activity 	<ul style="list-style-type: none"> ● Personal Best Day ● Fitness Circuit ● Map Challenges
1.3 communicate effectively, using	Cooperative Skills	<ul style="list-style-type: none"> ● Survivor 	<ul style="list-style-type: none"> ● Fitness Challenges

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p>	<p>Performance Rubric</p>	<p>Challenge</p> <ul style="list-style-type: none"> ● Roll the Dice ● Soccer Group Challenge 	<ul style="list-style-type: none"> ● Fitness Circuits ● Soccer
<p>1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members</p>	<p>Cooperative Skills Performance Rubric</p>	<ul style="list-style-type: none"> ● All-Run Softball ● Mini-Hockey ● Mini-Soccer 	<ul style="list-style-type: none"> ● Softball ● Hockey ● Soccer
<p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education</p>	<p>Cooperative Skills Performance Rubric</p>	<ul style="list-style-type: none"> ● Group Juggling ● Stepping Stones ● Parachute Play (Small Group) 	<ul style="list-style-type: none"> ● Cooperative Games ● Cooperative Games ● Cooperative Games

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living Strand (Active Participation, Physical Fitness, Safety) By the end of Grade 4, students will:			
A1.1 actively participate in a wide variety of program activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part	Cooperative All-Star Self-Check	<ul style="list-style-type: none"> ● Grid Passing ● Stunts and Tumbling Circuit ● Dribbling Partner Tag 	<ul style="list-style-type: none"> ● Basketball ● Stunts and Tumbling ● Soccer
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games	Sample debrief questions: <i>Name some of your favorite physical activities? Why are they your favorites?</i> <i>What are some things that can increase your enjoyment of physical activity?</i>	<ul style="list-style-type: none"> ● 5-Player Kickball ● Jump the Circuit (Individual Tricks) ● 3-Catch Basketball 	<ul style="list-style-type: none"> ● Aerobic Games ● Jump Rope ● Basketball
A1.3 identify factors that motivate participation in physical activity every day at school, at home, or in their communities	Sample debrief questions: <i>What could you say to motivate someone to participate in physical activities outside of school?</i>	<ul style="list-style-type: none"> ● 2-Square ● 4-Corner Scramble ● Home Plays 	<ul style="list-style-type: none"> ● Recess Activities ● Recess Activities ● Various Units
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> ● Personal Best Day ● Pedometer 	<ul style="list-style-type: none"> ● Personal Best Day ● Map Challenges

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day		Activity <ul style="list-style-type: none"> ● Mixed Fitness Circuit 	<ul style="list-style-type: none"> ● Fitness Circuits
A2.2 identify how different physical activities affect the body and contribute to physical fitness and good health	Sample debrief questions: <i>What types of exercises will improve your aerobic endurance? Why can your performance improve when you strengthen your muscles? Why is flexibility important when you exercise?</i>	<ul style="list-style-type: none"> ● Body Composition Circuit ● Muscular Strength and Endurance Circuit ● Fun and Flexibility with a Friend ● Aerobic Capacity Circuit 	<ul style="list-style-type: none"> ● Fitness Circuits ● Fitness Circuits ● Fitness Challenges ● Fitness Circuits
A2.3 assess their level of exertion during physical activity, using simple self-assessment techniques	Sample debrief question: <i>How would you rate your level of exercise intensity using the scale of perceived exertion?</i>	<ul style="list-style-type: none"> ● Solo Aerobic Fitness Challenge ● Aerobic Capacity Circuit ● Aerobic Dance 	<ul style="list-style-type: none"> ● Fitness Challenges ● Fitness Circuits ● Group Fitness
A2.4 develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> ● Personal Best Day ● Muscular Strength and Endurance ● Mixed Fitness Circuit 	<ul style="list-style-type: none"> ● Personal Best Day ● Fitness Circuits ● Fitness Circuits

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
A3.1 demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Learning the Stunts • Tag • Mini-Hockey 	<ul style="list-style-type: none"> • Stunts and Tumbling • Chasing and Fleeing • Hockey
A3.2 describe common precautions for preventing accidents and injuries while participating in different types of physical activity	Sample debrief question? <i>What are some precautions you can take to prevent injury while participating in physical activities?</i>	<ul style="list-style-type: none"> • Learning the Stunts • Tag • Mini-Hockey 	<ul style="list-style-type: none"> • Stunts and Tumbling • Chasing and Fleeing • Hockey

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Competence Strand: Skills, Concepts, and Strategies By the end of Grade 4, students will:			
B1.1 perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment	Create a Routine Performance Rubric	<ul style="list-style-type: none"> • Those Tricky Transitions • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
B1.2 demonstrate the ability to jump and land, in control, from a low height	Stunts and Tumbling Self-Check (Jumping and Landing)	<ul style="list-style-type: none"> • Look, Learn and Leave • Track and Field 	<ul style="list-style-type: none"> • Stunts and Tumbling • Aerobic Games

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
B1.3 perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions	Dance Rubric	<ul style="list-style-type: none"> • 5, 6, 7, 8 • 4 Corners • Sport Moves Aerobics 	<ul style="list-style-type: none"> • Dance • ASAP • Group Fitness
B1.4 send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement	<ul style="list-style-type: none"> • Flying Disc Performance Rubric • Volleyball Performance Rubric • Football Performance Rubric 	<ul style="list-style-type: none"> • Backhand Throw and Catch • Cooperative Countdown • Air Assault 	<ul style="list-style-type: none"> • Flying Disc • Volleyball • Football
B1.5 retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment	<ul style="list-style-type: none"> • Softball Performance Rubric • Football Performance Rubric • Flying Disc Performance Rubric 	<ul style="list-style-type: none"> • Partner Throw and Catch • Introduction to Forward Pass • Intro to Throw and Catch 	<ul style="list-style-type: none"> • Softball • Football • Flying Disc
B2.1 demonstrate an understanding that different physical activities have different components (<i>e.g.</i> ,	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Aerobic Bowling • Triangle Fielding • 5-Person Kick and 	<ul style="list-style-type: none"> • Aerobic Games • Softball • Soccer

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<i>movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities</i>		Dribble	
B2.2 identify common features of specific categories of physical activities and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Passing Drills • Punt, Pass, & Pitch Golf • Grid Passing 	<ul style="list-style-type: none"> • Soccer • Football • Basketball
B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities	<ul style="list-style-type: none"> • Softball Performance Rubric • Football Performance Rubric • Flying Disc Performance Rubric 	<ul style="list-style-type: none"> • Partner Throw and Catch • Introduction to Forward Pass • Intro to Throw and Catch 	<ul style="list-style-type: none"> • Softball • Football • Flying Disc

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Healthy Living Strand

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Understanding Health Concepts, Making Healthy Choices, Making Connections for Healthy Living By the end of Grade 4, students will:			
C1.1 identify the key nutrients (<i>e.g., fat, carbohydrates, protein, vitamins, minerals</i>) provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance	Sample debrief question: <i>Why are carbohydrates important when you are working at a high intensity? Why are proteins important for endurance activities?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
C1.2 identify risks associated with communications technology and describe precautions and strategies for using these technologies safely	Communications technology not specifically addressed in SPARK curriculum		
C1.3 describe various types of bullying and abuse (<i>e.g., social, physical, verbal</i>), including bullying using technology (<i>e.g., via e-mail, text messaging, chat rooms, websites</i>), and identify appropriate ways of responding	Not specifically addressed in SPARK 3-6 curriculum		
C1.4 identify substances (<i>e.g. nicotine, carbon monoxide, tar</i>) found in tobacco products and smoke (<i>e.g., cigarettes, cigars, pipe tobacco, chewing tobacco, snuff</i>), and describe their effects on health	Tobacco products not specifically addressed in SPARK curriculum		

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>C2.1 analyze personal food selections through self-monitoring over time, using the criteria in <i>Canada's Food Guide (e.g., food groups, portion size, serving size)</i>, and develop a simple healthy-eating goal appropriate to their age and activity level</p>	<p>Canada's Food Guide not addressed in SPARK curriculum</p>		
<p>C2.2 apply a decision-making process to assess risks and make safe decisions in a variety of situations</p>	<p>Not specifically addressed in SPARK 3-6 curriculum</p>		
<p>C2.3 demonstrate the ability to make and support healthy, informed choices about smoking, using their understanding of factors that affect decisions about smoking and a variety of personal and interpersonal skills and thinking processes</p>	<p>Tobacco products not specifically addressed in SPARK curriculum</p>		
<p>C3.1 identify ways of promoting healthier food choices in a variety of settings and situations</p>	<p>Sample debrief questions: <i>Name some healthy foods that can help you improve your fitness performance.</i> <i>How would you promote these healthy food choices to your</i></p>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>classmates?</i>		
C3.2 describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them	Tobacco products not specifically addressed in SPARK curriculum		

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Growth and Development By the end of Grade 4, students will:			
describe the four stages of human development (infancy, childhood, adolescence, and adulthood) and identify the physical, interpersonal, and emotional changes appropriate to their current stage;	Not specifically addressed in SPARK curriculum		
identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication)	Cooperative All-Star Self-Check	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Parachute Play (Small Group) 	<ul style="list-style-type: none"> • Cooperative Games • Cooperative Games • Cooperative Games
identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends.	Not specifically addressed in SPARK curriculum		

SPARK Alignment with Ontario Physical Education Outcomes
(3-6 Version 2009)
Grade 5

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Living Skills By the end of Grade 5, students will:			
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> ● Personal Best Day ● Mixed Fitness Circuit ● Pedometer Activity 	<ul style="list-style-type: none"> ● Personal Best Day ● Fitness Circuit ● Map Challenges
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> ● Personal Best Day ● Mixed Fitness Circuit ● Pedometer Activity 	<ul style="list-style-type: none"> ● Personal Best Day ● Fitness Circuit ● Map Challenges
1.3 communicate effectively, using	Cooperative Skills	<ul style="list-style-type: none"> ● Survivor 	<ul style="list-style-type: none"> ● Fitness Challenges

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p>	<p>Performance Rubric</p>	<p>Challenge</p> <ul style="list-style-type: none"> ● Roll the Dice ● Soccer Group Challenge 	<ul style="list-style-type: none"> ● Fitness Circuits ● Soccer
<p>1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members</p>	<p>Cooperative Skills Performance Rubric</p>	<ul style="list-style-type: none"> ● All-Run Softball ● Mini-Hockey ● Mini-Soccer 	<ul style="list-style-type: none"> ● Softball ● Hockey ● Soccer
<p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education</p>	<p>Cooperative Skills Performance Rubric</p>	<ul style="list-style-type: none"> ● Group Juggling ● Stepping Stones ● Parachute Play (Small Group) 	<ul style="list-style-type: none"> ● Cooperative Games ● Cooperative Games ● Cooperative Games

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living Strand (Active Participation, Physical Fitness, Safety) By the end of Grade 5, students will:			
A1.1 actively participate in a wide variety of program activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part	Cooperative All-Star Self-Check	<ul style="list-style-type: none"> ● Grid Passing ● Stunts and Tumbling Circuit ● Dribbling Partner Tag 	<ul style="list-style-type: none"> ● Basketball ● Stunts and Tumbling ● Soccer
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games	Sample debrief questions: <i>Name some of your favorite physical activities? Why are they your favorites?</i> <i>What are some things that can increase your enjoyment of physical activity?</i>	<ul style="list-style-type: none"> ● 5-Player Kickball ● Jump the Circuit (Individual Tricks) ● 3-Catch Basketball 	<ul style="list-style-type: none"> ● Aerobic Games ● Jump Rope ● Basketball
A1.3 identify factors that can either motivate or make it difficult for people to be physically active every day	Sample debrief questions: <i>What could be some reasons that might make it difficult for some people to exercise regularly?</i> <i>What are some things that could motivate people to exercise</i>	<ul style="list-style-type: none"> ● Personal Best Day ● Mixed Fitness Circuit ● Pedometer Activity 	<ul style="list-style-type: none"> ● Personal Best Day ● Fitness Circuit ● Map Challenges

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>daily?</i>		
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> ● Personal Best Day ● Pedometer Activity ● Mixed Fitness Circuit 	<ul style="list-style-type: none"> ● Personal Best Day ● Map Challenges ● Fitness Circuits
A2.2 identify the components of health-related fitness (<i>e.g., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility</i>) and the benefits associated with developing and maintaining each of them	Debrief question: <i>What are the five components of health-related fitness? Can you give an example of a benefit of developing each fitness component??</i>	<ul style="list-style-type: none"> ● Mixed Fitness Circuit ● Fitness Grid ● Partner Mixed Fitness Challenges 	<ul style="list-style-type: none"> ● Fitness Circuits ● Fitness Circuits ● Fitness Challenges
A2.3 assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time	Sample debrief question: <i>What was your heart rate before you started the activity? What was your heart rate during the activity? What was your heart rate two minutes after the activity? Five minutes</i>	<ul style="list-style-type: none"> ● Aerobic Dance ● Walk/Jog Switcheroo ● Moving for Time 	<ul style="list-style-type: none"> ● Group Fitness ● Walk, Jog, Run Activities ● Map Challenges

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>after?</i>		
A2.4 develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Personal Best Day • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits
A3.1 demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Learning the Stunts • Tag • Mini-Hockey 	<ul style="list-style-type: none"> • Stunts and Tumbling • Chasing and Fleeing • Hockey
A3.2 demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities	Sample debrief question? <i>What are some precautions you can take to prevent injury while participating in physical activities?</i>	<ul style="list-style-type: none"> • Learning the Stunts • Tag • Mini-Hockey 	<ul style="list-style-type: none"> • Stunts and Tumbling • Chasing and Fleeing • Hockey

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Competence Strand: Skills, Concepts, and Strategies By the end of Grade 5, students will:			
B1.1 perform controlled transfers of weight in a variety of situations	Create a Routine Performance Rubric	<ul style="list-style-type: none"> • Those Tricky Transitions 	<ul style="list-style-type: none"> • Stunts and Tumbling

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
involving static and dynamic balance, using changes in speed and levels, with and without equipment		<ul style="list-style-type: none"> • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling
B1.2 demonstrate the ability to jump in control for height or distance, using a variety of body actions	Stunts and Tumbling Self-Check (Jumping and Landing)	<ul style="list-style-type: none"> • Look, Learn and Leave • Track and Field 	<ul style="list-style-type: none"> • Stunts and Tumbling • Aerobic Games
B1.3 explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways	Dance Rubric	<ul style="list-style-type: none"> • 5, 6, 7, 8 • 4 Corners • Sport Moves • Aerobics 	<ul style="list-style-type: none"> • Dance • ASAP • Group Fitness
B1.4 send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement	<ul style="list-style-type: none"> • Flying Disc Performance Rubric • Volleyball Performance Rubric • Football Performance Rubric 	<ul style="list-style-type: none"> • Backhand Throw and Catch • Cooperative Countdown • Air Assault 	<ul style="list-style-type: none"> • Flying Disc • Volleyball • Football
B1.5 retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment	<ul style="list-style-type: none"> • Softball Performance Rubric • Football Performance 	<ul style="list-style-type: none"> • Partner Throw and Catch • Introduction to Forward Pass • Intro to Throw 	<ul style="list-style-type: none"> • Softball • Football • Flying Disc

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Rubric <ul style="list-style-type: none"> • Flying Disc Performance Rubric 	and Catch	
B2.1 demonstrate an understanding of the components of physical activities (<i>e.g., movement skills, game structures, rules and guidelines, conventions of fair play and etiquette</i>), and apply this understanding as they participate in a variety of physical activities	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Capture the Flag • Raiders of the Ark • Quidditch 	<ul style="list-style-type: none"> • Aerobic Games • Aerobic Games • Aerobic Games •
B2.2 describe common features of specific categories of physical activities and describe strategies that they found effective while participating in a variety of physical activities in different categories	Sample debrief question: <i>What common characteristics do Hockey, Softball, and Volleyball share? (Striking, passing, teamwork, etc.) How can strategies you've learned in one sport carry over to another?</i>	<ul style="list-style-type: none"> • Passing Drills • Beat the Ball • Forearm 21 	<ul style="list-style-type: none"> • Hockey • Softball • Volleyball
B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities	<ul style="list-style-type: none"> • Softball Performance Rubric • Football Performance 	<ul style="list-style-type: none"> • Partner Throw and Catch • Introduction to Forward Pass • Intro to Throw 	<ul style="list-style-type: none"> • Softball • Football • Flying Disc

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Rubric • Flying Disc Performance Rubric	and Catch	

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Healthy Living Strand Understanding Health Concepts, Making Healthy Choices, Making Connections for Healthy Living By the end of Grade 5, students will:			
C1.1 identify people and supportive services that can assist with injury prevention, emergencies, bullying, and abusive and violent situations	Not specifically addressed in SPARK 3-6 curriculum		
C1.2 describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication	Drug/Alcohol use not addressed in SPARK 3-6 curriculum		
C2.1 explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices	Addressed in SPARK MS curriculum		
C2.2 demonstrate the ability to deal with threatening situations by applying appropriate living skills	Not specifically addressed in SPARK 3-6 curriculum		

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
C2.3 demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviors that could later lead to addiction	Drug/Alcohol use not addressed in SPARK 3-6 curriculum		
C3.1 describe how advertising and media influences affect food choices and explain how these influences can be evaluated to make healthier choices	Advertising/media not specifically addressed in SPARK 3-6 curriculum		
C3.2 explain how a person's actions (<i>e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment; positive actions such as praising, supporting, including</i>) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others	Sample debrief question: <i>What are some things you can do to demonstrate support and encouragement to others?</i>	<ul style="list-style-type: none"> ● Hog Call ● Designated Driver 	<ul style="list-style-type: none"> ● Cooperatives (Partner Fun and Trust Activities)
C3.3 identify personal and social factors (<i>e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences</i>) that can affect a person's decision to drink alcohol at different points in	Drug/Alcohol use not addressed in SPARK 3-6 curriculum		

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
his or her life			

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p style="text-align: center;">Growth and Development By the end of Grade 5, students will:</p>			
identify strategies to deal positively with stress and pressures that result from relationships with family and friends	Growth and Development not specifically addressed in SPARK 3-6 curriculum		
identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers			
describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape)			
describe the processes of menstruation and spermatogenesis			
describe the increasing importance of personal hygiene following puberty			

SPARK Alignment with Ontario Physical Education Outcomes
(MS Version 2010)
Grade 6

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Living Skills By the end of Grade 6, students will:			
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Personally Fit		
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	<ul style="list-style-type: none"> • MS Unit • Teacher Rubrics • MS Unit Self-Checks • MS Unit Peer Coach 	<ul style="list-style-type: none"> • Self-Guided Tour • Create a Routine (Aerobic Capacity) • Adventure Racing 101 	<ul style="list-style-type: none"> • Stunts • Fitness • Cooperatives
1.3 communicate effectively, using	<ul style="list-style-type: none"> • MS Unit 	<ul style="list-style-type: none"> • Phone Home 	<ul style="list-style-type: none"> • Cooperatives

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	<ul style="list-style-type: none"> • Teacher Rubrics • MS Unit Self-Checks • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Radio Control • Poker Adventure Race 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives
1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Pattern Tosses • Down the Line • Turnstile 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Cross the Pond • Log Jam • Corridor Challenge 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living Strand (Active Participation, Physical Fitness, Safety) By the end of Grade 6, students will:			
A1.1 actively participate in a wide variety of program activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part	<ul style="list-style-type: none"> • MS Unit Teacher Rubrics • MS Unit Self-Checks • MS Unit Peer Coach 	<ul style="list-style-type: none"> • Fun and Fitness Circuit • Creating Combinations • Move to Open Space 	<ul style="list-style-type: none"> • ASAP • Stunts and Tumbling • Basketball
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities	Sample debrief question: <i>What are some things that enhance your enjoyment of physical activity?</i>	<ul style="list-style-type: none"> • Double Dutch • Sepak Tawraw • Mini-Soccer 	<ul style="list-style-type: none"> • Jump Rope • World Games • Soccer
A1.3 describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities	Sample debrief question: <i>What motivates you to want to participate in physical activities?</i>	<ul style="list-style-type: none"> • Singles/Doubles Game Play • Disc Golf • 3-on-3 Basketball 	<ul style="list-style-type: none"> • Handball • Flying Disc • Basketball
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day	Personally Fit Log	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Gotta Have Heart! • Highway 101 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
A2.2 explain how participation in physical activities affects personal health-related fitness	Fitness Unit Written Test	<ul style="list-style-type: none"> • Basic Exercise Techniques • Balancing Strength and Flexibility Circuit • Combining Aerobic Capacity and Flexibility 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
A2.3 assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) as they participate in various physical activities and monitor changes in their physical fitness over time	Personally Fit		
A2.4 develop and implement plans of action based on both their assessments of their health-related components of fitness and their interests, in order to achieve personal fitness goals	Personally Fit		
A3.1 demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity	Cooperatives Teacher Rubric	<ul style="list-style-type: none"> • Mini Hockey • Flag Pulling • Partner Stunts 	<ul style="list-style-type: none"> • Hockey • Football • Stunts and Tumbling
A3.2 describe appropriate methods for treating minor injuries that may	Sample debrief question:	<ul style="list-style-type: none"> • Daytona 2000 • Resistance Band 	<ul style="list-style-type: none"> • Fitness • Fitness

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
occur while participating in physical activity	<i>What would you do if you suffered a cut, scrape or minor strain during physical activity?</i>	Workout <ul style="list-style-type: none"> Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> Fitness

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Competence Strand: Skills, Concepts, and Strategies By the end of Grade 6, students will:			
B1.1 perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance	<ul style="list-style-type: none"> Stunts Unit Teacher Rubrics Stunts Unit Self-Checks Stunts Unit Peer Coach 	<ul style="list-style-type: none"> Self-Guided Tour Stunts and Tumbling Buffet 	<ul style="list-style-type: none"> Stunts Stunts
B1.2 perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment	Dance Teacher Rubric	<ul style="list-style-type: none"> The Korobushka Jigsaw The Norwegian Polka Rev Up the Electric Slide 	<ul style="list-style-type: none"> Dance Dance Dance
B1.3 send and receive a variety of objects, adjusting for speed and distance, while applying basic	MS Unit Self-Checks, Peer Coach	<ul style="list-style-type: none"> Serve, Return, Catch Passing and 	<ul style="list-style-type: none"> Handball Football Basketball

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
principles of movement		Receiving <ul style="list-style-type: none"> ● 3-on-3 Basketball 	
B1.4 retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment	MS Unit Teacher Rubrics	<ul style="list-style-type: none"> ● Ball Carrying ● Dribble Keep Away ● Keep Away (2-on-1) 	<ul style="list-style-type: none"> ● Football ● Soccer ● Hockey
B2.1 demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in a variety of physical activities	<ul style="list-style-type: none"> ● Ms Unit Written Tests ● MS Unit Teacher Rubrics 	<ul style="list-style-type: none"> ● Putting to Targets ● Shooting Drills ● Shooting 	<ul style="list-style-type: none"> ● Golf ● Hockey ● Basketball
B2.2 describe common features of specific categories of physical activities and describe strategies that they found effective while participating in a variety of physical activities in different categories	Sample debrief question: <i>What common characteristics do Hockey, Handball, and Volley Tennis share? How can strategies you've learned in one sport carry over to another?</i>	<ul style="list-style-type: none"> ● Passing Drills ● Serve, Return, Catch ● Volley Tennis 	<ul style="list-style-type: none"> ● Hockey ● Handball ● Racquets and Paddles
B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities	MS Unit Teacher Rubrics	<ul style="list-style-type: none"> ● Ultimate Flying Disc ● Modified Team Handball ● SPARK Events 	<ul style="list-style-type: none"> ● Flying Disc ● World Games ● Various Units

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Healthy Living Strand Understanding Health Concepts, Making Healthy Choices, Making Connections for Healthy Living By the end of Grade 6, students will:			
C1.1 describe the range of effects associated with using cannabis and other illicit drugs and substances	Drugs/Alcohol not specifically addressed in SPARK curriculum		
C1.2 identify people and community resources that can provide support when dealing with choices or situations involving substance use and addictive behaviors			
C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices	Sample debrief question:	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness
C2.2 apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and	Sample debrief question:	<ul style="list-style-type: none"> • Body Composition Circuit • Body 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
drink to develop personal guidelines for healthier eating		Composition BINGO <ul style="list-style-type: none"> • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness
C2.3 apply personal skills and interpersonal skills to promote positive interaction and avoid or manage conflict in social situations	Coulda, Woulda, Shoulda (various units)	<ul style="list-style-type: none"> • Cross the Pond • Logjam • Corridor Challenge 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
C2.4 use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis	Drugs/Alcohol not specifically addressed in SPARK curriculum		
C3.1 explain how healthy eating and active living work together to improve a person's general health and well-being and how the benefits of both can be promoted to others	Sample debrief questions: <i>How can you use physical activity to maintain a healthy level of body fat?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness
C3.2 recognize the responsibilities	Sample debrief	<ul style="list-style-type: none"> • Partner Stunts 	<ul style="list-style-type: none"> • Stunts and

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and risks associated with caring for themselves and others and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations	questions: <i>Name some safety responsibilities when attempting difficult skills with a partner.</i>		Tumbling

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Growth and Development By the end of Grade 6, students will:			
relate the changes at puberty to the reproductive organs and their functions	Not addressed in SPARK curriculum		
apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships	Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Cross the Great Divide • Final Cooperative Adventure Race • Radioactive River 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

SPARK Alignment with Ontario Physical Education Outcomes
(MS Version 2010)
Grade 7

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Living Skills By the end of Grade 7, students will:			
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Personally Fit		
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	<ul style="list-style-type: none"> • MS Unit • Teacher Rubrics • MS Unit Self-Checks • MS Unit Peer Coach 	<ul style="list-style-type: none"> • Self-Guided Tour • Create a Routine (Aerobic Capacity) • Adventure Racing 101 	<ul style="list-style-type: none"> • Stunts • Fitness • Cooperatives
1.3 communicate effectively, using	<ul style="list-style-type: none"> • MS Unit 	<ul style="list-style-type: none"> • Phone Home 	<ul style="list-style-type: none"> • Cooperatives

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	<ul style="list-style-type: none"> • Teacher Rubrics • MS Unit Self-Checks • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Radio Control • Poker Adventure Race 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives
1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Pattern Tosses • Down the Line • Turnstile 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Cross the Pond • Log Jam • Corridor Challenge 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living Strand (Active Participation, Physical Fitness, Safety) By the end of Grade 7, students will:			
A1.1 actively participate in a wide variety of program activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part in all aspects of the program	<ul style="list-style-type: none"> • MS Unit Teacher Rubrics • MS Unit Self-Checks • MS Unit Peer Coach 	<ul style="list-style-type: none"> • Fun and Fitness Circuit • Creating Combinations • Move to Open Space 	<ul style="list-style-type: none"> • ASAP • Stunts and Tumbling • Basketball
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments	Sample debrief question: <i>What are some things that enhance your enjoyment of physical activity?</i>	<ul style="list-style-type: none"> • Double Dutch • Sepak Tawraw • Mini-Soccer 	<ul style="list-style-type: none"> • Jump Rope • World Games • Soccer
A1.3 demonstrate an understanding of the factors that motivate or impede participation in physical activity every day	Sample debrief question: <i>What motivates you to want to participate in physical activities?</i>	<ul style="list-style-type: none"> • Singles/Doubles Game Play • Disc Golf • 3-on-3 Basketball 	<ul style="list-style-type: none"> • Handball • Flying Disc • Basketball
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum	Personally Fit Log	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Gotta Have Heart! • Highway 101 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
of twenty minutes each day			
A2.2 identify factors that can affect health-related and describe how training principles can be applied to develop fitness	Fitness Unit Written Test	<ul style="list-style-type: none"> • Basic Exercise Techniques • Balancing Strength and Flexibility Circuit • Combining Aerobic Capacity and Flexibility 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
A2.3 assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time	Personally Fit		
A2.4 develop, implement, and revise a personal plan to meet short-term, health-related fitness goals			
A3.1 demonstrate behaviors and apply procedures that maximize their safety and that of others in a variety of physical activity settings	Cooperatives Teacher Rubric	<ul style="list-style-type: none"> • Mini Hockey • Flag Pulling • Partner Stunts 	<ul style="list-style-type: none"> • Hockey • Football • Stunts and Tumbling
A3.2 demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors	Sample debrief question: <i>What are some potential hazards that could cause injury while participating in outdoor physical</i>	<ul style="list-style-type: none"> • Quick-Play Mini-Football • 3-on-3 Basketball • Kin-Ball® Sport 	<ul style="list-style-type: none"> • Football • Basketball • World Games

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>activity? What can you do to avoid them?</i>		

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Competence Strand: Skills, Concepts, and Strategies			
By the end of Grade 7, students will:			
B1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance	Stunts and Tumbling Teacher Rubric	<ul style="list-style-type: none"> • Creating Combinations • Stunts and Tumbling Buffet • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
B1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli	Cooperatives Task Card (Peer Coach, Cooperatives)	<ul style="list-style-type: none"> • Perimeter Move • Flag Grab • Boulder Runner 	<ul style="list-style-type: none"> • ASAP • Cooperatives • Cooperatives
B1.3 send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement	MS Unit Teacher Rubrics	<ul style="list-style-type: none"> • Move to Open Space • Under Pressure • Keep Away (3-on-1) 	<ul style="list-style-type: none"> • Basketball • Football • Soccer
B1.4 demonstrate an understanding	MS Unit Teacher	<ul style="list-style-type: none"> • Introduction to 	<ul style="list-style-type: none"> • Handball

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
of the phases of movement (i.e., preparation, execution, follow through), and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities	Rubrics, Self-Checks, Peer Coach	<ul style="list-style-type: none"> the Overhand Stroke • Introduction to the Forehand Stroke • Batting Practice 	<ul style="list-style-type: none"> • Racquets and Paddles • Softball
B2.1 demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments	MS Unit Teacher Rubrics, Written Tests	<ul style="list-style-type: none"> • Hurdling • Modified Cricket • Self-Guided Tour: Primary Positions Fundamental Sports) Basic Balances Locomotion, Jumping and Landing • Rotations, Rolls, Advanced Progressions 	<ul style="list-style-type: none"> • Track • World Games • Stunts and Tumbling
B2.2 describe and compare different categories of physical activities and describe strategies that they found effective while participating in a variety of physical activities in different categories	Sample debrief question: <i>What common characteristics do Hockey, Handball, and Volley Tennis share? How can strategies you've learned in one sport</i>	<ul style="list-style-type: none"> • Passing Drills • Serve, Return, Catch • Volley Tennis 	<ul style="list-style-type: none"> • Hockey • Handball • Racquets and Paddles

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>carry over to another?</i>		
B2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities	MS Unit Teacher Rubrics	<ul style="list-style-type: none"> • Ultimate Flying Disc • Modified Team Handball • SPARK Events 	<ul style="list-style-type: none"> • Flying Disc • World Games • Various Units

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Healthy Living Strand Understanding Health Concepts, Making Healthy Choices, Making Connections for Healthy Living By the end of Grade 7, students will:			
C1.1 describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies and identify protective responses	Technology dangers not specifically addressed in SPARK curriculum		
C1.2 demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources that can provide support for mental health concerns relating to substance use, addictions, and related behaviors	Substance abuse not specifically addressed in SPARK curriculum		

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
C2.1 demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders	Sample debrief question:	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness
C2.2 assess the impact of different types of bullying or harassment on themselves and others, and identify ways of preventing or resolving such incidents	Harassment not specifically addressed in SPARK curriculum		
C2.3 explain how preoccupation with body image can contribute to substance abuse and demonstrate the ability to make informed choices about caring for their bodies	Substance abuse nor specifically addressed in SPARK curriculum		
C3.1 demonstrate an understanding of personal and external factors that affect people's food choices and eating routines and identify ways of encouraging healthier eating practices	Sample debrief question:	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Nutrition Team Challenge • Fruit Smoothie 	
C3.2 analyze the personal and societal implications of issues related to substance use and addictive behaviors	Substance abuse nor specifically addressed in SPARK curriculum		

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Growth and Development By the end of Grade 7, students will:			
explain the male and female reproductive systems as they relate to fertilization	Human sexuality not addressed in SPARK curriculum		
distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization			
identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them			
use effective communication skills (e.g., refusal skills, active listening)			

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
to deal with various relationships and situations			
explain the term <i>abstinence</i> as it applies to healthy sexuality			
identify sources of support with regard to issues related to healthy sexuality			

SPARK Alignment with Ontario Physical Education Outcomes
(MS Version 2010)
Grade 8

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Living Skills By the end of Grade 8, students will:			
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	Personally Fit		
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	<ul style="list-style-type: none"> • MS Unit • Teacher Rubrics • MS Unit Self-Checks • MS Unit Peer Coach 	<ul style="list-style-type: none"> • Self-Guided Tour • Create a Routine (Aerobic Capacity) • Adventure Racing 101 	<ul style="list-style-type: none"> • Stunts • Fitness • Cooperatives
1.3 communicate effectively, using	<ul style="list-style-type: none"> • MS Unit 	<ul style="list-style-type: none"> • Phone Home 	<ul style="list-style-type: none"> • Cooperatives

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	<ul style="list-style-type: none"> • Teacher Rubrics • MS Unit Self-Checks • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Radio Control • Poker Adventure Race 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives
1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Pattern Tosses • Down the Line • Turnstile 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Cross the Pond • Log Jam • Corridor Challenge 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living Strand (Active Participation, Physical Fitness, Safety) By the end of Grade 8, students will:			
A1.1 actively participate in a wide variety of program activities	<ul style="list-style-type: none"> • MS Unit Teacher Rubrics • MS Unit Self-Checks • MS Unit Peer Coach 	<ul style="list-style-type: none"> • Fun and Fitness Circuit • Creating Combinations • Move to Open Space 	<ul style="list-style-type: none"> • ASAP • Stunts and Tumbling • Basketball
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments	Sample debrief question: <i>What are some things that enhance your enjoyment of physical activity?</i>	<ul style="list-style-type: none"> • Double Dutch • Sepak Tawraw • Mini-Soccer 	<ul style="list-style-type: none"> • Jump Rope • World Games • Soccer
A1.3 demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active	Sample debrief question: <i>What motivates you to want to participate in physical activities?</i>	<ul style="list-style-type: none"> • Singles/Doubles Game Play • Disc Golf • 3-on-3 Basketball 	<ul style="list-style-type: none"> • Handball • Flying Disc • Basketball
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day	Personally Fit Log	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Gotta Have Heart! • Highway 101 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>A2.2 recognize the difference between health-related components of personal fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and skill-related components (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use training principles to enhance both components</p>	<p>Fitness Unit Written Test</p>	<ul style="list-style-type: none"> • Basic Exercise Techniques • Balancing Strength and Flexibility Circuit • Combining Aerobic Capacity and Flexibility 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
<p>A2.3 assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time</p>	<p>Personally Fit</p>		
<p>A2.4 develop, implement, and revise a personal plan to meet short- and long-term health-related fitness and physical activity goals</p>			
<p>A3.1 demonstrate behaviors and apply procedures that maximize their safety and that of others in a variety of physical activity settings</p>	<p>Cooperatives Teacher Rubric</p>	<ul style="list-style-type: none"> • Mini Hockey • Flag Pulling • Partner Stunts 	<ul style="list-style-type: none"> • Hockey • Football • Stunts and Tumbling

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
A3.2 demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity	Sample debrief question: <i>What are some potential emergencies that could arise while participating in physical activity? What can you do if they occur</i>	<ul style="list-style-type: none"> • Quick-Play Mini-Football • 3-on-3 Basketball • <i>Kin-Ball</i>® Sport 	<ul style="list-style-type: none"> • Football • Basketball • World Games

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Competence Strand: Skills, Concepts, and Strategies By the end of Grade 8, students will:			
B1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance	Stunts and Tumbling Teacher Rubric	<ul style="list-style-type: none"> • Creating Combinations • Stunts and Tumbling Buffet • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
B1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli	Cooperatives Task Card (Peer Coach, Cooperatives)	<ul style="list-style-type: none"> • Perimeter Move • Flag Grab • Boulder Runner 	<ul style="list-style-type: none"> • ASAP • Cooperatives • Cooperatives

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
B1.3 use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement	MS Unit Teacher Rubrics	<ul style="list-style-type: none"> ● Move to Open Space ● Under Pressure ● Keep Away (3-on-1) 	<ul style="list-style-type: none"> ● Basketball ● Football ● Soccer
B1.4 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow through) and apply this understanding to the refinement of movement skills in a variety of physical activities	MS Unit Teacher Rubrics, Self-Checks, Peer Coach	<ul style="list-style-type: none"> ● Introduction to the Overhand Stroke ● Introduction to the Forehand Stroke ● Batting Practice 	<ul style="list-style-type: none"> ● Handball ● Racquets and Paddles ● Softball
B2.1 demonstrate an understanding that different physical activities have different components (<i>e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette</i>), and apply this understanding as they participate in and explore a variety of individual and small-group activities	MS Unit Teacher Rubrics, Written Tests	<ul style="list-style-type: none"> ● Hurdling ● Modified Cricket ● Self-Guided Tour: Primary Positions Fundamental Sports) ● Basic Balances Locomotion, Jumping and Landing ● Rotations, Rolls, Advanced Progressions 	<ul style="list-style-type: none"> ● Track ● World Games ● Stunts and Tumbling
B2.2 demonstrate an understanding of how movement	Sample debrief question:	<ul style="list-style-type: none"> ● Passing Drills ● Serve, Return, 	<ul style="list-style-type: none"> ● Hockey ● Handball

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
skills, concepts, and strategies are transferable across different physical activities within various categories and identify skills, concepts, and strategies that they found effective while participating in a variety of physical activities in different categories	<i>What common characteristics do Hockey, Handball, and Volley Tennis share? How can strategies you've learned in one sport carry over to another?</i>	Catch <ul style="list-style-type: none"> Volley Tennis 	<ul style="list-style-type: none"> Racquets and Paddles
B2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities	MS Unit Teacher Rubrics	<ul style="list-style-type: none"> Ultimate Flying Disc Modified Team Handball SPARK Events 	<ul style="list-style-type: none"> Flying Disc World Games Various Units

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Healthy Living Strand Understanding Health Concepts, Making Healthy Choices, Making Connections for Healthy Living By the end of Grade 8, students will:			
C1.1 demonstrate an understanding of different types of nutrients and their functions	Sample debrief question:	<ul style="list-style-type: none"> Body Composition Circuit Body Composition BINGO 	<ul style="list-style-type: none"> Fitness Fitness Fitness Fitness Fitness

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	
<p>C1.2 identify situations that could lead to injury or death (<i>e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents</i>) and describe behaviors that can help to reduce risk</p>	<p>Sample debrief question: <i>What are some potential situations in contact sports that could lead to injury or death? How could they be avoided?</i></p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Football
<p>C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviors</p>	<p>Substance abuse not specifically addressed in SPARK curriculum</p>		
<p>C2.1 nutrient content, energy value, and ingredients, preparation method, and other factors that can affect health and well-being</p>	<p>Sample debrief question: <i>Some smoothies are made with milk and ice cream. What substitutions you can make to lower the fat content of your smoothies? (Use skim milk in place of regular milk; use non-fat frozen yogurt</i></p>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>instead of ice cream.)</i>		
C2.2 demonstrate the ability to assess situations for potential dangers and apply strategies for avoiding dangerous situations	Sample debrief question: <i>What are some potential emergencies that could arise while participating in physical activity? What can you do if they occur</i>	<ul style="list-style-type: none"> • Quick-Play Mini-Football • 3-on-3 Basketball • Kin-Ball® Sport 	<ul style="list-style-type: none"> • Football • Basketball • World Games
C2.3 explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health	Personally Fit		
C3.1 identify strategies for promoting healthy eating within the school, home, and community	Sample debrief question:	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
C3.2 analyze the impact of violent behaviors, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence	Not specifically addressed in SPARK curriculum		

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Growth and Development By the end of Grade 8, students will:			
explain the importance of abstinence as a positive choice for adolescents	Human sexuality not addressed in SPARK curriculum		
identify symptoms, methods of transmission, prevention, and high-risk behaviors related to common STDs, HIV, and AIDS			
identify methods used to prevent pregnancy			
apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions,			

Outcome	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and analyze the consequences of engaging in sexual activities and using drugs			
identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues			