

SPARK Alignment with Florida Physical Education Standards
1st Grade
(K-2 Version 2008)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: MOVEMENT COMPETENCY Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).			
1.1 Travel using various locomotor skills while changing directions, pathways, and speeds.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
1.2 Strike an object upward using body parts.	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking Rubric 	<ul style="list-style-type: none"> • Keep It Up • Sheep Dogs • Volleying and Striking Introduction 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking

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1.3 Strike a lightweight object upward continuously using a paddle.	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking Rubric 	<ul style="list-style-type: none"> • Striking with Paddles • Paddle Circuit • Showtime 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
1.4 Strike a stationary object a short distance using a modified long-handled implement so that the object travels in the intended direction.	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking Rubric 	<ul style="list-style-type: none"> • Batter Up! • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
1.5 Dribble an object with hands or feet while demonstrating control in general space.	<ul style="list-style-type: none"> • Kicking and Trapping Rubric 	<ul style="list-style-type: none"> • Dribbling “Soccer Style” • Control Dribble around Obstacles • Squirrels and Acorns 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping • Dribbling, Volleying, and Striking
1.6 Demonstrate a variety of basic water skills.	Not addressed in SPARK curriculum		

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1.7 Move in different directions to catch a variety of self-tossed objects.	<ul style="list-style-type: none"> • Catching and Throwing Rubric 	<ul style="list-style-type: none"> • Self-Toss and Catch • Scarf Juggling Lead-up • Beanbag Exploration 	<ul style="list-style-type: none"> • Catching and Throwing • Manipulatives • Manipulatives
1.8 Demonstrate an underhand throwing motion for accuracy using correct technique.	<ul style="list-style-type: none"> • Catching and Throwing Rubric 	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Partner Throw and Catch • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing
1.9 Demonstrate an overhand throwing motion for distance using correct technique.	<ul style="list-style-type: none"> • Catching and Throwing Rubric 	<ul style="list-style-type: none"> • Overhand Throw for Distance • Clean Your Room • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing
1.10 Perform a self-designed creative movement/dance sequence with a clear beginning shape, use of one movement concept, and a different and clear ending shape.	<ul style="list-style-type: none"> • Dance Rubric 	<ul style="list-style-type: none"> • Create a Dance • Stunts Add-On • Showtime 	<ul style="list-style-type: none"> • Dance • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling

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1.11 Demonstrate a sequence of a balance, a roll, and a different balance.	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling Rubric 	<ul style="list-style-type: none"> • Stunts Add-On • Showtime 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
1.12 Demonstrate the ability to take weight onto hands.	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling Rubric 	<ul style="list-style-type: none"> • Weight Transfer and Rolls • Stunts Add-On • Stunts Circuit 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
1.13 Chase, flee, and dodge to avoid or catch others.	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Chasing and Fleeing • Stuck-in-the-Mud • Partner Tag 	<ul style="list-style-type: none"> • Building a Foundation • Games • ASAP
1.14 Use a variety of takeoff and landing patterns to jump, hop, and leap safely in relation to various types of equipment.	<ul style="list-style-type: none"> • Jumping Rubric 	<ul style="list-style-type: none"> • Jumping and Landing Patterns • Jumping and Landing • Jumping Rhythmically 	<ul style="list-style-type: none"> • Jumping • Balance, Stunts, and Tumbling • Jumping

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Strand: COGNITIVE ABILITIES Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.(dance, aquatics).			
1.1 Identify the critical elements of locomotor skills.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • 4 Corners • Locomotor Grab Bag 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
1.2 Identify safety rules and procedures for selected physical activities.	<ul style="list-style-type: none"> • Parachute Rubric 	<ul style="list-style-type: none"> • Stunts Introduction • Parachute Introduction • Roadway 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Parachute • ASAP
1.3 Identify technologies that can be utilized to enhance physical activity.	Not addressed in K-2 curriculum		
1.4 Identify the rules for safe water activities and understand the importance of a lifeguard in a swimming facility.	Not addressed in SPARK curriculum		
1.5 Name examples of warm-up and cool-down exercises.	<ul style="list-style-type: none"> • Debrief: <i>What are some</i> 	<ul style="list-style-type: none"> • Flexibility 	<ul style="list-style-type: none"> • Building a Foundation

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	<i>exercises you can do to warm-up? Cool-down?</i>		
1.6 Recognize the importance of practicing to improve performance.	<ul style="list-style-type: none"> Debrief: <i>Why do we practice skills?</i> 	<ul style="list-style-type: none"> Throwing Underhand to Targets Bounce and Catch Introduction Control Dribble Around Obstacles 	<ul style="list-style-type: none"> Catching and Throwing Dribbling, Volleying, and Striking Kicking and Trapping
1.7 Use skill cues to improve performance.	<ul style="list-style-type: none"> Manipulatives Performance Rubric: Cognitive Development 	<ul style="list-style-type: none"> Partner Roll, Pass and Trap Manipulatives Circuit Partner Throw and Catch 	<ul style="list-style-type: none"> Kicking and Trapping Manipulatives Catching and Throwing
1.8 Identify one's own dominant hand/foot for use with dribbling/striking skills.	<ul style="list-style-type: none"> Manipulatives Performance Rubric: Cognitive Development 	<ul style="list-style-type: none"> Scarf Juggling Lead-Up Throwing Underhand to Targets Kick for Accuracy 	<ul style="list-style-type: none"> Manipulatives Catching and Throwing Kicking and Trapping
1.9 Identify movement concepts.	<ul style="list-style-type: none"> Building a Foundation 	<ul style="list-style-type: none"> Movement Concepts Using 	<ul style="list-style-type: none"> Building a Foundation

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	Performance Rubric	Hoops <ul style="list-style-type: none"> • Pairs Combining Movement Concepts • Body Management and Balance 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation

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Strand: LIFETIME FITNESS			
Standard 1: Participate regularly in physical activity.			
1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.	<ul style="list-style-type: none"> • Recess Rubric 	<ul style="list-style-type: none"> • Switcheroo • Rock, Paper, Scissors Tag • Cat and Mice 	<ul style="list-style-type: none"> • Recess Activities • Recess Activities • Recess Activities
1.2 Demonstrate involvement in physical activities both during and after the school day.	<ul style="list-style-type: none"> • Recess Rubric 	<ul style="list-style-type: none"> • 2-Square • Grouping and Making Bridges—Wellness Integration • Flexibility Home Integration 	<ul style="list-style-type: none"> • Recess Activities • Building a Foundation • Building a Foundation
1.3 Set physical activity goals.	<ul style="list-style-type: none"> • Debrief: <i>Identify some ways you can increase your physical activity outside of school.</i> 	<ul style="list-style-type: none"> • Home Integrations 	<ul style="list-style-type: none"> • Included in all units throughout K-2 curriculum
1.4 Recognize that there are opportunities for physical activity outside of school.	<ul style="list-style-type: none"> • Debrief: <i>Name some activities you can do at home to</i> 	<ul style="list-style-type: none"> • Home Integrations 	<ul style="list-style-type: none"> • Included in all units throughout K-2 curriculum

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	<i>increase your physical activity.</i>		
1.5 Identify the health benefits of physical activity.	<ul style="list-style-type: none"> • Debrief: <i>Why is it important to be physically active?</i> 	<ul style="list-style-type: none"> • Oxygen Boogie • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Building a Foundation
1.6 Identify edges, pedestrians, vehicles, and traffic.	<ul style="list-style-type: none"> • Debrief: <i>What should you always do before crossing the roadway?</i> 	<ul style="list-style-type: none"> • Crazy Cones—Wellness Integration 	<ul style="list-style-type: none"> • Games

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Strand: LIFETIME FITNESS Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.			
2.1 Describe the benefit of strengthening muscles.	<ul style="list-style-type: none"> • Fitness Introduction: Wrap It Up 	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation
2.2 Recognize that health-related physical fitness consists of different components.	<ul style="list-style-type: none"> • Fitness Introduction: Wrap It Up 	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation
2.3 Identify the physiological signs of physical activity.	<ul style="list-style-type: none"> • Fitness Introduction: Wrap It Up 	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation
2.4 Compare and contrast changes in heart rate before, during, and after physical activity.	<ul style="list-style-type: none"> • Fitness Introduction: Wrap It Up 	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation
2.5 Recognize his or her heart beats faster during more intense physical activity.	<ul style="list-style-type: none"> • Fitness Introduction: Wrap It Up 	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation
2.6 Explain the cardiorespiratory benefit of regular participation in physical activity.	<ul style="list-style-type: none"> • Fitness Introduction: Wrap It Up 	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation
2.7 Properly flex and extend body parts to promote flexibility.	<ul style="list-style-type: none"> • Flexibility: Wrap It Up 	<ul style="list-style-type: none"> • Flexibility 	<ul style="list-style-type: none"> • Building a Foundation

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2.8 Name the food groups.	<ul style="list-style-type: none"> • Wellness Integrations, Wrap It Up-- Games 	<ul style="list-style-type: none"> • Wellness Integrations: Cookie Monster Tag, The Good Ship SPARK • Sugar and Fat Tag 	<ul style="list-style-type: none"> • Games • Games

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Strand: RESPONSIBLE BEHAVIORS AND VALUES Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.			
1.1 Choose playmates without regard to personal differences.	<ul style="list-style-type: none"> • Recess Rubric 	<ul style="list-style-type: none"> • Monkey in the Middle • 2-Square • Pairing and Moving Together 	<ul style="list-style-type: none"> • Recess • Recess • Building a Foundation
1.2 Appreciate the benefits that accompany cooperation and sharing.	<ul style="list-style-type: none"> • Parachute Rubric 	<ul style="list-style-type: none"> • Chute Shapes • Houdini Hoops • Frog Crossing 	<ul style="list-style-type: none"> • Parachute • Games • Games
1.3 Follow directions during a large group activity.	<ul style="list-style-type: none"> • Orientation and Personal Space Behavioral Assessment (Building a Foundation) 	<ul style="list-style-type: none"> • Move and Groove • Space Mountain • Sheep Dogs 	<ul style="list-style-type: none"> • Parachute • Parachute • Dribbling, Volleying, and Striking
1.4 Use equipment and space safely and properly.	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Crazy Cones • Striking with Paddles • Ribbon Wand Exploration 	<ul style="list-style-type: none"> • Games • Dribbling, Volleying, and Striking • Manipulatives
1.5 Display consideration of others	<ul style="list-style-type: none"> • Recess Rubric 	<ul style="list-style-type: none"> • Kickback 	<ul style="list-style-type: none"> • Recess Activities

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while participating on the playground.		<ul style="list-style-type: none"> • Shoot and Score • SPUD 	<ul style="list-style-type: none"> • Recess Activities • Recess Activities

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Strand: RESPONSIBLE BEHAVIORS AND VALUES			
Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
2.1 Identify feelings resulting from participation in physical activity.	<ul style="list-style-type: none"> • Games Rubric (Affective Development) 	<ul style="list-style-type: none"> • Emotion Motion 	<ul style="list-style-type: none"> • ASAP
2.2 Identify physical activity preferences.	<ul style="list-style-type: none"> • Building a Foundation Rubric (Affective Development) 	<ul style="list-style-type: none"> • Circuit Introduction • Locomotor Skills, Levels, and Directions (Wrap It Up) • Static Balance Circuit (Static Balances SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Balance, Stunts, and Tumbling
2.3 Like the challenge of learning new movement skills.	<ul style="list-style-type: none"> • Games Rubric (Affective Development) 	<ul style="list-style-type: none"> • Partner Stunts • Weight Transfer and Rolls 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling