

SPARK Alignment with Florida Physical Education Standards
K
(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 Use a variety of locomotor skills to travel in personal and general space.	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 objects using body parts forcefully.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Volleying and Striking Introduction • Keep It Up • Straddleball 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.3 Balance a lightweight object on a paddle while moving.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Striking with Paddles • Paddle Circuit • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
1.4 Strike an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions.	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 Use two hands to bounce and catch a large playground ball.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Bounce and Catch Introduction • Dribbling Introduction 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
1.6 Participate in a variety of introductory water skills.	Not addressed in SPARK curriculum		
1.7 Catch a variety of self-tossed	Catching and	<ul style="list-style-type: none"> • Self-Toss and 	<ul style="list-style-type: none"> • Catching and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
objects.	Throwing Rubric	Catch	Throwing
1.8 Roll and throw a variety of objects using an underhand motion.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Rolling and Catching with a Partner • Throwing Underhand to Targets • Bowlers Rollers 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing
1.9 Throw a variety of objects forcefully using an overhand motion.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Overhand Throw for Distance • Clean Your Room 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing
1.10 Perform a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Animal Balancing Act • Stunts Add-On • Stunts Circuit 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
1.11 Balance on a variety of body parts.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Static Balances • Body Management and Balance 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.12 Perform a variety of rolling actions.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Weight Transfers 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 Move in a variety of ways in relation to others.	Building a Foundation Rubric	<ul style="list-style-type: none"> • General Space and Creative Moves • Pairing and Moving Together • Grouping and Moving Together 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 Recognize 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 Recognize physical activities have safety rules and procedures.	<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 Recognize technology can be utilized during physical activity.	Not addressed in K-2 curriculum		
1.4 Recognize there are deep and shallow areas of a pool and understand the dangers of entering a body of water without supervision.	Not addressed in SPARK curriculum		
1.5 Recognize the concept of a dominant hand/foot for	<ul style="list-style-type: none"> • Debrief: <i>Why do you prefer</i> 	<ul style="list-style-type: none"> • Throwing Underhand to 	<ul style="list-style-type: none"> • Catching and Throwing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
throwing/striking patterns.	<i>one hand/foot to the other when throwing/kicking?</i>	Targets <ul style="list-style-type: none"> • Dribbling Introduction • Kicking for Distance 	<ul style="list-style-type: none"> • Dribbling, Volleying, Striking • Kicking & Trapping
1.6 Recite cues for a variety of movement patterns and skills.	<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
1.7 Identify personal and general space.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Chasing and Fleeing 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
1.8 Recognize movement concepts.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Showtime • Grouping and Making Bridges 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.9 Identify body parts.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Body Management and Balance • Beanbag Exploration • Beanbag Balances 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 Identify opportunities for 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 Describe physical activity goal-setting.	<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 Invite others to participate in physical activities with them.	<ul style="list-style-type: none"> • Recess Rubric 	<ul style="list-style-type: none"> • Wellness Integrations: Pairs Combining Movement 	<ul style="list-style-type: none"> • Building a Foundation Rubric • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Concepts, Grouping and Making Bridges <ul style="list-style-type: none"> • Pairing and Moving Together 	
1.5 Recognize that physical activity is good for you.	<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 Verbally state the search (look left, look right, look left again) used before crossing a roadway.	<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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 Recognize that strong muscles help the body perform physical activities.	<ul style="list-style-type: none"> • Fitness Introduction (Building a Foundation) Wrap It Up 	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation
2.2 Recognize the physiological signs of physical activity.	<ul style="list-style-type: none"> • Fitness Introduction Wrap It Up (Building a Foundation) 	<ul style="list-style-type: none"> • Fitness Introduction • Oxygen Boogie • Parachute Fitness 	<ul style="list-style-type: none"> • Building a Foundation • Games • Parachute
2.3 Recognize the difference in the activity of the heart during rest and while physically active.	<ul style="list-style-type: none"> • Fitness Introduction Debrief 	<ul style="list-style-type: none"> • Fitness Introduction • Oxygen Boogie • Parachute Fitness 	<ul style="list-style-type: none"> • Building a Foundation • Games • Parachute
2.4 Participate in a variety of games that increase breathing and heart rate.	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Catch a Tail • Frogs Across the Pond • The Freeze 	<ul style="list-style-type: none"> • Games • ASAP • ASAP
2.5 Recognize that flexibility is important.	<ul style="list-style-type: none"> • Flexibility Wrap It Up (Building 	<ul style="list-style-type: none"> • Flexibility 	<ul style="list-style-type: none"> • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	a Foundation)		
2.6 Differentiate between healthy and unhealthy food choices.	<ul style="list-style-type: none"> • Cookie Monster Tag Wrap It Up (Games) 	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag 	<ul style="list-style-type: none"> • Games • Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.			
1.1 Treat others with respect during play.	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Houdini Hoops • Pairs Combining Movement Concepts • Hawaiian Roller Coaster Ride 	<ul style="list-style-type: none"> • Games • Building a Foundation • Dance
1.2 Practice specific skills as assigned until the teacher signals the end of practice.	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Introduction to Fitness Stations (Fitness Introduction SPARK It Up!) • Circuit Introduction • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Catching and Throwing
1.3 Use equipment safely and properly.	<ul style="list-style-type: none"> • Recess Rubric 	<ul style="list-style-type: none"> • Fitness Introduction—Playground Fitness (SPARK It Up!) • Parachute 	<ul style="list-style-type: none"> • Building a Foundation • Parachute • Dribbling, Volleying, and Striking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Introduction <ul style="list-style-type: none"> • Striking with Paddles 	
1.4 Identify sharing with a partner as a way to cooperate.	<ul style="list-style-type: none"> • Parachute Rubric 	<ul style="list-style-type: none"> • Partner Stunts • Pairing and Moving Together • Chute Shapes 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Parachute

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
2.1 Identify physical activities that are enjoyable.	<ul style="list-style-type: none"> • Parachute Rubric 	<ul style="list-style-type: none"> • Popcorn • Superhero Tag • Emotion Motion 	<ul style="list-style-type: none"> • Parachute • ASAP • ASAP
2.2 Willingly try new movements and motor skills.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Ribbon Wand Exploration • Volleying and Striking Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Dribbling, Volleying, and Striking
2.3 Continue to participate when not successful on the first try.	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling Rubric 	<ul style="list-style-type: none"> • Weight Transfer and Rolls • Self-Toss and Catch • Individual Rope Jumping 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Throwing and Catching • Jumping
2.4 Enjoy participation alone and with others.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Grouping and Moving Together • Jumping and Landing Circuit 	<ul style="list-style-type: none"> • Building a Foundation • Jumping • Dribbling,

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"><li data-bbox="1108 407 1310 440">• Keep It Up	Volleying, and Striking

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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

SPARK Alignment with Florida Physical Education Standards
2nd 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 Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.	<ul style="list-style-type: none"> • Dance Rubric 	<ul style="list-style-type: none"> • Seven Jumps 	<ul style="list-style-type: none"> • Dance
1.2 Strike an object continuously using body parts both upward and downward.	<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
1.3 Strike an object continuously using a paddle both upward and downward.	<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,

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			Volleying, and Striking <ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
1.4 Strike a stationary object a short distance using a 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 with hands and feet in various pathways, directions, and speeds around stationary objects.	<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 Perform a variety of fundamental aquatics skills.	Not addressed in SPARK curriculum		
1.7 Move in different directions to catch a variety of objects softly tossed by a stationary partner.	<ul style="list-style-type: none"> • Catching and Throwing Rubric 	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Challenges <ul style="list-style-type: none"> • Scoops and Balls in Pairs 	<ul style="list-style-type: none"> • Catching and Throwing
1.8 Demonstrate an overhand throwing motion for distance demonstrating correct technique and accuracy.	<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
1.9 Perform one folk or line dance accurately with good technique.	<ul style="list-style-type: none"> • Dance Rubric 	<ul style="list-style-type: none"> • Hawaiian Roller Coaster Ride • Tarantella • Mayonesa 	<ul style="list-style-type: none"> • Dance • Dance • Dance
1.10 Demonstrate a sequence of a balance, a roll, and a different balance with correct technique and smooth transitions.	<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
1.11 Perform at least one skill that requires the transfer of weight to 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
1.12 Chase, flee, and dodge to	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Catch and Chase 	<ul style="list-style-type: none"> • Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
avoid or catch others while maneuvering around obstacles.		<ul style="list-style-type: none"> • Squirrels in the Trees • SuperheroTag 	<ul style="list-style-type: none"> • Games • ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 Describe 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 Understand 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 Utilize technology to enhance experiences in physical education.	Not addressed in K-2 curriculum		
1.4 Understand the importance of wearing a life jacket (personal flotation device) when on a boat or near water.	Not addressed in SPARK curriculum		
1.5 Understand that warm-up and cool-down activities are important.	<ul style="list-style-type: none"> • Debrief: <i>Why is it important to</i> 	<ul style="list-style-type: none"> • Flexibility 	<ul style="list-style-type: none"> • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>warm-up? Cool-down?</i>		
1.6 Define offense and defense.	<ul style="list-style-type: none"> Debrief: <i>What is offense? Defense?</i> 	<ul style="list-style-type: none"> Chasing and Fleeing Catch and Chase Monkey in the Middle 	<ul style="list-style-type: none"> Building a Foundation Games Recess Activities
1.7 Understand that appropriate practice improves performance of movement skills.	<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 Apply teacher feedback to effect change in performance.	<ul style="list-style-type: none"> Balance, Stunts, and Tumbling Rubric 	<ul style="list-style-type: none"> Dynamic Balances Jumping and Landing Weight Transfer and Rolls 	<ul style="list-style-type: none"> Balance, Stunts, and Tumbling Balance, Stunts, and Tumbling Balance, Stunts, and Tumbling
1.9 Describe movement concepts.	<ul style="list-style-type: none"> Building a Foundation Performance Rubric 	<ul style="list-style-type: none"> Movement Concepts Using Hoops Pairs Combining Movement 	<ul style="list-style-type: none"> Building a Foundation Building a Foundation Building a

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Concepts <ul style="list-style-type: none"> • Body Management and Balance 	Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 and meet 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 Describe how opportunities for participation in physical activities change over the seasons.	<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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>increase your physical activity.</i>		
1.5 Describe healthful benefits that result from regular participation in 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 the proper crossing sequence.	<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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 Recognize how muscular strength and endurance enhance performance in physical activities.	<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 Identify the components of health-related physical fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition).	<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 Recognize the physiological signs of moderate to vigorous 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 Participate in informal physical fitness assessment.	<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 that technology can be used to assist in the pursuit of physical fitness.	Not addressed in K-2 curriculum		
2.6 Recognize the principles of physical fitness.	<ul style="list-style-type: none"> • Fitness Introduction: 	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Wrap It Up		
2.7 Explain that a stronger heart muscle can pump more blood with each beat.	<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
2.8 Engage in sustained physical activity that causes an increased heart rate and heavy breathing.	<ul style="list-style-type: none"> • Fitness Introduction: Wrap It Up 	<ul style="list-style-type: none"> • 4 Corners • Jumping Rhythmically • Catch a Tail 	<ul style="list-style-type: none"> • ASAP • Jumping • Games
2.9 Perform appropriate stretching exercises.	<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
2.10 Recognize that there are different somatotypes (endomorph, mesomorph, ectomorph).	Not addressed in K-2 curriculum		
2.11 Categorize food into 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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.			
1.1 Play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.	<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 Accept the feelings resulting from challenges, successes, and failures in physical activity.	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Cookie Monster Tag • Houdini Hoops • Frog Crossing 	<ul style="list-style-type: none"> • Games • Games • Games
1.3 Offer help to others when appropriate.	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Houdini Hoops • Frog Crossing • Keep It Up 	<ul style="list-style-type: none"> • Games • Games • Dribbling, Volleying, and Striking
1.4 Handle equipment safely by putting it away when not in use.	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Scoops and Balls Introduction • Striking with Paddles • Ribbon Wand Exploration 	<ul style="list-style-type: none"> • Catching and Throwing • Dribbling, Volleying, and Striking • Manipulatives
1.5 Honestly report the results of	<ul style="list-style-type: none"> • Building a 	<ul style="list-style-type: none"> • Limited Space 	<ul style="list-style-type: none"> • Limited Space

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
work.	Foundation Rubric (Affective/ Personal Development)	BINGO • Have You Ever?	• Limited Space
1.6 Successfully resolve conflicts with others.	• Recess Activities Rubric	• 2-Square • Monkey in the Middle • Switcheroo!	• Recess Activities • Recess Activities • Recess Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES			
Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
2.1 Use physical activity to express feeling.	<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 Describe the relationship between skill competence and enjoyment.	<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 Begin to function as a member of a cooperative group.	<ul style="list-style-type: none"> • Games Rubric (Affective Development) 	<ul style="list-style-type: none"> • Oxygen Boogie • Houdini Hoops • Frog Crossing 	<ul style="list-style-type: none"> • Games • Games • Games

SPARK Alignment with Florida Physical Education Standards
3rd Grade
(3-6 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 Apply locomotor skills in a variety of movement settings.	<ul style="list-style-type: none"> • Aerobic Games Performance Rubric 	<ul style="list-style-type: none"> • Perimeter Move • Builders and Bulldozers • 4 Corners 	<ul style="list-style-type: none"> • ASAP • Aerobic Games • ASAP
1.2 Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.	<ul style="list-style-type: none"> • Volleyball Performance Rubric 	<ul style="list-style-type: none"> • Bumping Buddies • Setting Pairs • Forearm 21 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Volleyball
1.3 Strike an object continuously using a paddle demonstrating correct technique of a forehand pattern.	<ul style="list-style-type: none"> • Racquets and Paddles Performance Rubric 	<ul style="list-style-type: none"> • Stroke and Catch • Paddle 2-Square • Paddle Wall Ball 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
1.4 Strike both moving and	<ul style="list-style-type: none"> • Hockey 	<ul style="list-style-type: none"> • Introduction to 	<ul style="list-style-type: none"> • Racquets and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
stationary objects using a long-handled implement.	Performance Rubric	Badminton • Passing Drills • Hockey Hoopla	Paddles • Hockey • Hockey
1.5 Maintain control while dribbling with hands or feet against a defender.	• Basketball Performance Rubric	• Mini-Basketball • Get Your Ball • Mini-Soccer	• Basketball • Soccer • Soccer
1.6 Demonstrate a combination of basic swim skills.	Not addressed in SPARK curriculum		
1.7 Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.	• Football Performance Rubric	• Air It Out • Keep Away (3 on 1) • Grid Passing	• Football • Flying Disc • Basketball
1.8 Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.	• Softball Performance Rubric	• Air Assault • Beat the Ball • Quidditch	• Football • Softball • Aerobic Games
1.9 Perform a teacher-designed sequence using manipulatives.	• Movement Bands Performance Rubric	• Add-On • Jump Rope Add-On • Paper Plate Aerobics	• Movement Bands • Jump Rope • Group Fitness
1.10 Perform one dance accurately and with good technique.	• Dance Performance Rubric	• 5-6-7-8 • Rocky Top • Cotton-Eyed Joe	• Dance • Dance • Dance
1.11 Perform a self-designed	• Stunts and	• Stunt Stories and	• Stunts and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.	Tumbling Performance Rubric	Tumbling Tales <ul style="list-style-type: none"> • Create a Routine 	Tumbling <ul style="list-style-type: none"> • Stunts and Tumbling
1.12 Continuously jump a self-turned rope.	<ul style="list-style-type: none"> • Jump Rope Performance Rubric 	<ul style="list-style-type: none"> • Jump the Circuit • Group Estimation • Jump Rope Add-On 	<ul style="list-style-type: none"> • Jump Rope • Jump Rope • Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 importance of purposeful movement and its impact on quality of performance.	Create a Routine Task Card (Movement Bands)	<ul style="list-style-type: none"> • Create a Routine • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Movement Bands • Dance • Stunts and Tumbling
1.2 Understand the importance of safety rules and procedures in all physical activities.	<ul style="list-style-type: none"> • Recess Activities Self-Check 	<ul style="list-style-type: none"> • Look, Learn, and Leave • Medicine Ball Madness • Stability Ball Fun 	<ul style="list-style-type: none"> • Stunts and Tumbling • Group Fitness • Group Fitness
1.3 Understand that technology can be utilized to assess performance.	Goal Setting Assessment (Fitness Challenges)	Pedometer Activities	All Units
1.4 Identify and explain different items that can be used for assisting in a water related emergency.	Not addressed in SPARK curriculum		
1.5 Identify the reasons for warm-up and cool-down.	<ul style="list-style-type: none"> • Debrief: <i>Why do we warm-up prior to activity? Why do we cool-</i> 	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>down?</i>		
1.6 Describe basic offensive and defensive tactics.	<ul style="list-style-type: none"> • Debrief: <i>How can changing speed and direction allow you to move away from another person?</i> 	<ul style="list-style-type: none"> • Keep Away (2 on 1) • Tag Team • Defense! 	<ul style="list-style-type: none"> • Aerobic Games • Chasing and Fleeing • Hockey
1.7 Explain how appropriate practice improves performance of movement skills.	<ul style="list-style-type: none"> • Racquets and Paddles Self-Check 	<ul style="list-style-type: none"> • Jump the Circuit • Look, Learn and Leave • Triangle Fielding 	<ul style="list-style-type: none"> • Jump Rope • Stunts and Tumbling • Softball
1.8 Analyze peer performance and provide feedback.	<ul style="list-style-type: none"> • Create a Dance Task Card 	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Forehand Throw Challenges 	<ul style="list-style-type: none"> • Dance • Group Fitness • Flying Disc

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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"> • Map Challenges Mileage Chart 	<ul style="list-style-type: none"> • Walk/Jog/Run Grab Bag + Home Integration • Mirror, Mirror + Home Integration • Moving for Time + Home Integration 	<ul style="list-style-type: none"> • Walk/Jog/Run • Jump Rope • Map Challenges
1.2 Demonstrate involvement in physical activities both during and after the school day.	<ul style="list-style-type: none"> • Balance Your Fitness (Fitness Circuits) 	<ul style="list-style-type: none"> • 4-Corner Scramble • Moving for Time • Solo Aerobic Fitness 	<ul style="list-style-type: none"> • Recess Activities • Map Challenges • Fitness Challenges
1.3 Identify lifestyle changes that can be made to increase the level of physical activity.	<ul style="list-style-type: none"> • Balance Your Fitness (Fitness Circuits) 	<ul style="list-style-type: none"> • Body Composition BINGO • Body Composition Circuit • Resistance Band Workout + Home Integration 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.4 Identify opportunities in the school and community for regular participation in physical activities.	<ul style="list-style-type: none"> • Balance Your Fitness (Fitness Circuits) 	<ul style="list-style-type: none"> • 3-Catch Game • Jump Rope Add-On + Home Integration • Moving for Time 	<ul style="list-style-type: none"> • Recess Activities • Jump Rope • Map Challenges
1.5 Use an activity log to maintain a personal record of participation in physical activity over a period of time.	<ul style="list-style-type: none"> • Map Challenges Mileage Chart 	<ul style="list-style-type: none"> • Moving for Time • Moving Around the Track (Counting Laps) • Moving Around the Track (Counting Minutes) 	<ul style="list-style-type: none"> • Map Challenges • Map Challenges • Map Challenges
1.6 Differentiate between the correct and incorrect way to fit a bicycle helmet.	Not addressed in 3-6 curriculum		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 how muscular strength and endurance enhance performance in physical activities.	<ul style="list-style-type: none"> Debrief: <i>How can stronger muscles help your performance in sports and physical activities?</i> 	<ul style="list-style-type: none"> Muscular Strength and Endurance Circuit Partner Muscular Strength and Endurance Medicine Ball Madness 	<ul style="list-style-type: none"> Fitness Circuits Fitness Challenges Group Fitness
2.2 Match physical fitness assessment events to the associated fitness component.	<ul style="list-style-type: none"> Fitness Circuits Think About... 	<ul style="list-style-type: none"> Mixed Fitness Circuit Fitness Grids Partner Mixed Fitness 	<ul style="list-style-type: none"> Fitness Circuits Fitness Circuits Fitness Challenges
2.3 Describe the relationship between the heart and lungs during physical activity.	<ul style="list-style-type: none"> Walk/Jog/Run Think About... 	<ul style="list-style-type: none"> Partner Aerobic Fitness Solo Aerobic Fitness Aerobic Capacity Circuit 	<ul style="list-style-type: none"> Fitness Challenges Fitness Challenges Fitness Circuits
2.4 Participate in formal and	<ul style="list-style-type: none"> Personal Best 	<ul style="list-style-type: none"> Personal Best Day 	<ul style="list-style-type: none"> Personal Best Day

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
informal physical fitness assessment.	Progress Card and Goals	<ul style="list-style-type: none"> • Balance Your Fitness (Home Play) • Body Composition BINGO 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges
2.5 Identify ways that technology can assist in the pursuit of physical fitness.	Pedometer Activities—All Units		
2.6 Identify principles of physical fitness.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<ul style="list-style-type: none"> • Mixed Fitness Grid • Fitness Grab Bag • Fitness in the Middle 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Group Fitness
2.7 Engage in appropriate physical activity that results in the development of cardiorespiratory endurance.	<ul style="list-style-type: none"> • Walk/Jog/Run Think About... 	<ul style="list-style-type: none"> • Partner Aerobic Fitness • Solo Aerobic Fitness • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Challenges • Fitness Circuits
2.8 Associate results of fitness testing to personal health status and ability to perform various activities.	<ul style="list-style-type: none"> • Personal Best Progress Card and Goals 	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home Play) 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Body Composition BINGO 	
2.9 Know how to safely stretch major muscle groups.	<ul style="list-style-type: none"> • Debrief: “Paula and Tony’s Tips” (Fun and Flexibility with a Friend, Flexibility Circuit, Daily Dozen) 	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Daily Dozen 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Stunts and Tumbling
2.10 Identify different somatotypes (endomorph, mesomorph, ectomorph).	Somatotypes not specifically addressed in 3-6 curriculum		
2.11 Identify individual strengths and weaknesses based upon results of a formal fitness test.	<ul style="list-style-type: none"> • Personal Best Progress Card and Goals 	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home Play) • Body Composition BINGO 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges
2.12 Read food labels for specific nutrition facts.	<ul style="list-style-type: none"> • Wellness Integration: Body 	<ul style="list-style-type: none"> • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Composition Circuit	<ul style="list-style-type: none">• Body Composition BINGO	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES			
Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.			
1.1 Work cooperatively with peers of differing skill levels.	<ul style="list-style-type: none"> • Cooperatives Performance Rubric 	<ul style="list-style-type: none"> • Group Juggling • Stick With Me! • Stepping Stones 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
1.2 Willingly try new activities.	<ul style="list-style-type: none"> • Cooperatives Performance Rubric 	<ul style="list-style-type: none"> • Beat the Clock • Quidditch • Movement Band Circuit 	<ul style="list-style-type: none"> • Cooperatives • Aerobic Games • Movement Bands
1.3 Take responsibility for his/her own behavior.	<ul style="list-style-type: none"> • Cooperatives All-Star Self-Check 	<ul style="list-style-type: none"> • Stick With Me! • Stepping Stones • Log Jam 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
1.4 Cooperate with all class members by sharing and taking turns.	<ul style="list-style-type: none"> • Cooperatives Performance Rubric 	<ul style="list-style-type: none"> • Workout Buddies • Human BINGO • Partner Ball Challenges 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
1.5 Show respect for the views of a peer from a different cultural background.	<ul style="list-style-type: none"> • Cooperatives All-Star Self-Check 	<ul style="list-style-type: none"> • Alunelul • Irish Jig • Pata Pata 	<ul style="list-style-type: none"> • Dance • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
2.1 Seek personally challenging physical activity experiences.	<ul style="list-style-type: none"> • Fitness Challenges Performance Rubric 	<ul style="list-style-type: none"> • Solo Aerobic Fitness • Fitness Grids • Jump Rope Add-On 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Jump Rope
2.2 Celebrate own accomplishments without gloating.	<ul style="list-style-type: none"> • Cooperatives All-Star Self-Check 	<ul style="list-style-type: none"> • Personal Best Day • Moving Around the Track • Solo Aerobic Fitness 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Challenges
2.3 Choose to participate in group physical activities.	<ul style="list-style-type: none"> • Cooperatives Performance Rubric 	<ul style="list-style-type: none"> • Group Juggling • Parachute Play (Small Group) • Centipede Bucket Brigade 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Aerobic Games
2.4 Appreciate the good performance of others.	<ul style="list-style-type: none"> • Cooperatives All-Star Self-Check 	<ul style="list-style-type: none"> • Create a Routine • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Group Fitness • Dance • Stunts and Tumbling

SPARK Alignment with Florida Physical Education Standards
4th Grade
(3-6 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 Apply movement concepts to the performance of locomotor skills in a variety of movement settings.	<ul style="list-style-type: none"> • Aerobic Games Performance Rubric 	<ul style="list-style-type: none"> • Perimeter Move • Builders and Bulldozers • 4 Corners 	<ul style="list-style-type: none"> • ASAP • Aerobic Games • ASAP
1.2 Strike a moving object using body parts from a stationary position so that the object travels in the intended direction at the desired height.	<ul style="list-style-type: none"> • Volleyball Performance Rubric 	<ul style="list-style-type: none"> • Bumping Buddies • Setting Pairs • Forearm 21 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Volleyball
1.3 Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.	<ul style="list-style-type: none"> • Racquets and Paddles Performance Rubric 	<ul style="list-style-type: none"> • Stroke and Catch • Paddle 2-Square • Paddle Wall Ball 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
1.4 Strike moving and/or stationary	<ul style="list-style-type: none"> • Hockey 	<ul style="list-style-type: none"> • Introduction to 	<ul style="list-style-type: none"> • Racquets and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
objects with long-handled implements using correct technique so the objects travel in the intended direction.	Performance Rubric	Badminton • Passing Drills • Hockey Hoopla	Paddles • Hockey • Hockey
1.5 Dribble and pass to a moving partner.	• Basketball Performance Rubric	• Mini-Basketball • Get Your Ball • Mini-Soccer	• Basketball • Soccer • Soccer
1.6 Perform a variety of swim strokes.	Not addressed in SPARK curriculum		
1.7 Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.	• Football Performance Rubric	• Air It Out • Keep Away (3 on 1) • Grid Passing	• Football • Flying Disc • Basketball
1.8 Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.	• Softball Performance Rubric	• Air Assault • Beat the Ball • Quidditch	• Football • Softball • Aerobic Games
1.9 Perform a teacher-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.	• Movement Bands Performance Rubric	• Add-On • Jump Rope Add-On • Paper Plate Aerobics	• Movement Bands • Jump Rope • Group Fitness
1.10 Perform two or more dances	• Dance	• 5-6-7-8	• Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
accurately and with good technique.	Performance Rubric	<ul style="list-style-type: none"> • Rocky Top • Cotton-Eyed Joe 	<ul style="list-style-type: none"> • Dance • Dance
1.11 Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.	<ul style="list-style-type: none"> • Stunts and Tumbling Performance Rubric 	<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
1.12 Run and hurdle a succession of low to medium level obstacles.	Not addressed in 3-6 curriculum		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 Understand the importance of purposeful movement in a variety of movement settings to include designing and performing movement routines.	<ul style="list-style-type: none"> Stunts and Tumbling Create a Routine Performance Rubric 	<ul style="list-style-type: none"> Create a Dance Create a Routine Create a Routine 	<ul style="list-style-type: none"> Dance Stunts and Tumbling Group Fitness
1.2 Understand the importance of safety in all physical activities, especially those that are high risk.	<ul style="list-style-type: none"> Chasing and Fleeing Self-Check 	<ul style="list-style-type: none"> Resistance Band Workout Medicine Ball Madness Stability Ball Fun 	<ul style="list-style-type: none"> Group Fitness Group Fitness Group Fitness
1.3 Use technology to gather information about performance.	Pedometer Activities—All Units		
1.4 Understand the importance of protecting parts of the body from the harmful rays of the sun.	<ul style="list-style-type: none"> Debrief: <i>Explain why it's important to use hats, sunglasses, and sunscreen when exercising</i> 	<ul style="list-style-type: none"> Walk/Jog/Run Grab Bag Home Play 	<ul style="list-style-type: none"> Walk/Jog/Run

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>outdoors.</i>		
1.5 Identify proper warm-up and cool-down techniques and the reasons for using them.	<ul style="list-style-type: none"> • Debrief: <i>Explain the elements and purpose of warm-up and cool-down periods.</i> 	<ul style="list-style-type: none"> • Bench Step Basics • Resistance Band Workout • Medicine Ball Madness 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
1.6 Identify basic offensive and defensive tactics for modified invasion and net activities.	<ul style="list-style-type: none"> • Debrief: Explain the difference between offense and defense and describe ways to create more space between an offensive player and a defensive player. 	<ul style="list-style-type: none"> • Defense! • Serving Challenges • Introduction to Badminton 	<ul style="list-style-type: none"> • Hockey • Volleyball • Racquets and Paddles
1.7 Detect errors in personal movement patterns.	<ul style="list-style-type: none"> • Basketball Self-Check 	<ul style="list-style-type: none"> • Basketball Skills Stations • Flying Disc Stations • Volleyball Stations 	<ul style="list-style-type: none"> • Basketball • Flying Disc • Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.8 Compare and contrast skills/sports that use similar movement patterns.	<ul style="list-style-type: none"> • Debrief: <i>What are the similar movement elements of the underhand throw and the underhand volleyball serve?</i> 	<ul style="list-style-type: none"> • Serving Challenges • Serving Shower • Pitch and Catch 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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"> • Map Challenges Mileage Chart 	<ul style="list-style-type: none"> • Walk/Jog/Run Grab Bag + Home Integration • Mirror, Mirror + Home Integration • Moving for Time + Home Integration 	<ul style="list-style-type: none"> • Walk/Jog/Run • Jump Rope • Map Challenges
1.2 Demonstrate involvement in physical activities both during and after the school day.	<ul style="list-style-type: none"> • Balance Your Fitness (Fitness Circuits) 	<ul style="list-style-type: none"> • 4-Corner Scramble • Moving for Time • Solo Aerobic Fitness 	<ul style="list-style-type: none"> • Recess Activities • Map Challenges • Fitness Challenges
1.3 Implement at least one lifestyle behavior to increase physical activity.	<ul style="list-style-type: none"> • Balance Your Fitness (Fitness Circuits) 	<ul style="list-style-type: none"> • Body Composition BINGO • Body Composition Circuit • Resistance Band Workout + Home Integration 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.	<ul style="list-style-type: none"> • Balance Your Fitness (Fitness Circuits) 	<ul style="list-style-type: none"> • 3-Catch Game • Jump Rope Add-On + Home Integration • Moving for Time 	<ul style="list-style-type: none"> • Recess Activities • Jump Rope • Map Challenges
1.5 Make observations about one's personal level of physical activity.	<ul style="list-style-type: none"> • Map Challenges Mileage Chart 	<ul style="list-style-type: none"> • Moving for Time • Moving Around the Track (Counting Laps) • Moving Around the Track (Counting Minutes) 	<ul style="list-style-type: none"> • Map Challenges • Map Challenges • Map Challenges
1.6 Discuss the importance of wearing a bicycle helmet.	Not addressed in 3-6 curriculum		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 Identify the muscles being strengthened during the performance of specific physical activities.	<ul style="list-style-type: none"> Debrief: <i>How can stronger muscles help your performance in sports and physical activities?</i> 	<ul style="list-style-type: none"> Muscular Strength and Endurance Circuit Partner Muscular Strength and Endurance Medicine Ball Madness 	<ul style="list-style-type: none"> Fitness Circuits Fitness Challenges Group Fitness
2.2 Identify several activities related to each component of physical fitness.	<ul style="list-style-type: none"> Fitness Circuits Think About... 	<ul style="list-style-type: none"> Mixed Fitness Circuit Fitness Grids Partner Mixed Fitness 	<ul style="list-style-type: none"> Fitness Circuits Fitness Circuits Fitness Challenges
2.3 Recognize that physiological responses to exercise are related to levels of personal fitness.	<ul style="list-style-type: none"> Walk/Jog/Run Think About... 	<ul style="list-style-type: none"> Partner Aerobic Fitness Solo Aerobic Fitness Aerobic Capacity Circuit 	<ul style="list-style-type: none"> Fitness Challenges Fitness Challenges Fitness Circuits
2.4 Participate in formal and	<ul style="list-style-type: none"> Personal Best 	<ul style="list-style-type: none"> Personal Best Day 	<ul style="list-style-type: none"> Personal Best Day

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
informal physical fitness assessment.	Progress Card and Goals	<ul style="list-style-type: none"> • Balance Your Fitness (Home Play) • Body Composition BINGO 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges
2.5 Describe ways that technology can assist in the pursuit of physical fitness.	Pedometer Activities—All Units		
2.6 Explain principles of physical fitness.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<ul style="list-style-type: none"> • Mixed Fitness Grid • Fitness Grab Bag • Fitness in the Middle 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Group Fitness
2.7 Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	<ul style="list-style-type: none"> • Walk/Jog/Run Think About... 	<ul style="list-style-type: none"> • Partner Aerobic Fitness • Solo Aerobic Fitness • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Challenges • Fitness Circuits
2.8 Participate in selected physical activities for the purpose of improving physical fitness.	<ul style="list-style-type: none"> • Personal Best Progress Card and Goals 	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home Play) 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Body Composition BINGO 	
2.9 Recognize that specific stretches increase flexibility and reduce the chance of injury.	<ul style="list-style-type: none"> • Debrief: “Paula and Tony’s Tips” (Fun and Flexibility with a Friend, Flexibility Circuit, Daily Dozen) 	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Daily Dozen 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Stunts and Tumbling
2.10 Recognize the benefits of maintaining a healthy body composition.	<ul style="list-style-type: none"> • Wellness Integration: Body Composition Circuit 	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges
2.11 Develop strategies for improving selected fitness components.	<ul style="list-style-type: none"> • Fitness Challenges Performance Rubric 	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home Play) • Body Composition BINGO 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
2.12 Develop short and long-term fitness goals.	<ul style="list-style-type: none"> • Personal Best Progress Card and Goals 	<ul style="list-style-type: none"> • Partner Mixed Fitness • Mixed Fitness Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
2.13 Understand appropriate serving size.	<ul style="list-style-type: none"> • Wellness Integration: Body Composition Circuit 	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES			
Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.			
1.1 Recognize the influence of individual differences on participation in physical activities.	<ul style="list-style-type: none"> • Cooperative Skills Performance Rubric 	<ul style="list-style-type: none"> • Human BINGO • Partner Ball Challenges • Parachute Play 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
1.2 Regularly encourage others and refrain from put-down statements.	<ul style="list-style-type: none"> • Cooperative Skills Performance Rubric 	<ul style="list-style-type: none"> • Workout Buddies • Group Juggling • Houdini Hoops 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
1.3 Demonstrate respect and caring for student(s) with disabilities through verbal and non-verbal encouragement and assistance.	<ul style="list-style-type: none"> • Cooperative Skills Performance Rubric 	<ul style="list-style-type: none"> • Human BINGO • Have You Ever? • Hog Call 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES			
Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
2.1 Recognize physical activity as a positive opportunity for social and group interaction.	<ul style="list-style-type: none"> • Cooperative All-Star Self-Check 	<ul style="list-style-type: none"> • Workout Buddies • Partner Walk/Jog and Talk • Group Jump Rope Challenge 	<ul style="list-style-type: none"> • Cooperatives • Walk/Jog/Run • Jump Rope
2.2 Choose to practice skills for which improvement is needed.	<ul style="list-style-type: none"> • Jump Rope Self-Check 	<ul style="list-style-type: none"> • Jump the Circuit • Look, Learn and Leave • Basketball Skills Stations 	<ul style="list-style-type: none"> • Jump Rope • Stunts and Tumbling • Basketball
2.3 Recognize the connection between skill competence and enjoyment of physical activity.	<ul style="list-style-type: none"> • Fitness Challenges Performance Rubric 	<ul style="list-style-type: none"> • Flying Disc Golf • Soccer Tag Team Traveling Challenge • Movement Band Circuit 	<ul style="list-style-type: none"> • Flying Disc • Soccer • Movement Bands

SPARK Alignment with Florida Physical Education Standards
5th Grade
(3-6 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 Apply locomotor skills in a variety of movement settings while applying the appropriate movement concepts as the situation demands.	<ul style="list-style-type: none"> • Aerobic Games Performance Rubric 	<ul style="list-style-type: none"> • Perimeter Move • Builders and Bulldozers • 4 Corners 	<ul style="list-style-type: none"> • ASAP • Aerobic Games • ASAP
1.2 Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique.	<ul style="list-style-type: none"> • Volleyball Performance Rubric 	<ul style="list-style-type: none"> • Bumping Buddies • Setting Pairs • Forearm 21 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Volleyball
1.3 Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.	<ul style="list-style-type: none"> • Racquets and Paddles Performance Rubric 	<ul style="list-style-type: none"> • Stroke and Catch • Paddle 2-Square • Paddle Wall Ball 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles • Racquets and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			Paddles
1.4 Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.	<ul style="list-style-type: none"> • Hockey Performance Rubric 	<ul style="list-style-type: none"> • Introduction to Badminton • Passing Drills • Hockey Hoopla 	<ul style="list-style-type: none"> • Racquets and Paddles • Hockey • Hockey
1.5 Apply dribbling skills in modified games focusing on offensive strategies.	<ul style="list-style-type: none"> • Basketball Performance Rubric 	<ul style="list-style-type: none"> • Mini-Basketball • Get Your Ball • Mini-Soccer 	<ul style="list-style-type: none"> • Basketball • Soccer • Soccer
1.6 Demonstrate proficiency in one or more swim strokes.	Not addressed in SPARK curriculum		
1.7 Catch a variety of objects while traveling and being defended.	<ul style="list-style-type: none"> • Football Performance Rubric 	<ul style="list-style-type: none"> • Air It Out • Keep Away (3 on 1) • Grid Passing 	<ul style="list-style-type: none"> • Football • Flying Disc • Basketball
1.8 Throw a leading pass overhand to a moving partner using a variety of objects.	<ul style="list-style-type: none"> • Football Performance Rubric 	<ul style="list-style-type: none"> • Air Assault • Beat the Ball • Quidditch 	<ul style="list-style-type: none"> • Football • Softball • Aerobic Games
1.9 Perform a self-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and	<ul style="list-style-type: none"> • Movement Bands Performance Rubric 	<ul style="list-style-type: none"> • Add-On • Jump Rope Add-On • Paper Plate Aerobics 	<ul style="list-style-type: none"> • Movement Bands • Jump Rope • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
smooth transitions.			
1.10 Perform a variety of dances accurately and with good technique.	<ul style="list-style-type: none"> • Dance Performance Rubric 	<ul style="list-style-type: none"> • 5-6-7-8 • Rocky Top • Cotton-Eyed Joe 	<ul style="list-style-type: none"> • Dance • Dance • Dance
1.11 Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.	<ul style="list-style-type: none"> • Stunts and Tumbling Performance Rubric 	<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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 Understand and apply purposeful movement to a variety of movement settings to include designing and performing movement routines.	<ul style="list-style-type: none"> • Stunts and Tumbling • Create a Routine • Performance Rubric 	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Create a Routine 	<ul style="list-style-type: none"> • Dance • Stunts and Tumbling • Group Fitness
1.2 Design a new game incorporating skills, rules, and strategies.	<ul style="list-style-type: none"> • Create a Game • Performance Rubric 	<ul style="list-style-type: none"> • Create a Game 	<ul style="list-style-type: none"> • Stunts and Tumbling
1.3 Apply feedback gathered from the use of technology to enhance performance.	Pedometer Activities—All Units		
1.4 Identify and explain the different types of basic water rescue techniques using various types of items.	Not addressed in SPARK curriculum		
1.5 Identify basic practice and conditioning principles that enhance performance.	<ul style="list-style-type: none"> • Fitness Challenges • Performance Rubric 	<ul style="list-style-type: none"> • Flying Disc Golf • Soccer Tag Team • Traveling Challenge 	<ul style="list-style-type: none"> • Flying Disc • Soccer • Movement Bands

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Movement Band Circuit 	
<p>1.6 Categorize basic offensive and defensive tactics for modified invasion and net activities.</p>	<ul style="list-style-type: none"> • Debrief: Explain the difference between offense and defense and describe ways to create more space between an offensive player and a defensive player. 	<ul style="list-style-type: none"> • Defense! • Serving Challenges • Introduction to Badminton 	<ul style="list-style-type: none"> • Hockey • Volleyball • Racquets and Paddles
<p>1.7 Detect, analyze, and correct errors in personal movement patterns.</p>	<ul style="list-style-type: none"> • Basketball Self-Check 	<ul style="list-style-type: none"> • Basketball Skills Stations • Flying Disc Stations • Volleyball Stations 	<ul style="list-style-type: none"> • Basketball • Flying Disc • Volleyball
<p>1.8 Compare and contrast skills/sports that use similar patterns/concepts.</p>	<ul style="list-style-type: none"> • Debrief: <i>What are the similar movement elements of the underhand</i> 	<ul style="list-style-type: none"> • Serving Challenges • Serving Shower • Pitch and Catch 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>throw and the underhand volleyball serve?</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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"> • Map Challenges Mileage Chart 	<ul style="list-style-type: none"> • Walk/Jog/Run Grab Bag + Home Integration • Mirror, Mirror + Home Integration • Moving for Time + Home Integration 	<ul style="list-style-type: none"> • Walk/Jog/Run • Jump Rope • Map Challenges
1.2 Demonstrate involvement in physical activities both during and after the school day.	<ul style="list-style-type: none"> • Balance Your Fitness (Fitness Circuits) 	<ul style="list-style-type: none"> • 4-Corner Scramble • Moving for Time • Solo Aerobic Fitness 	<ul style="list-style-type: none"> • Recess Activities • Map Challenges • Fitness Challenges
1.3 Implement lifestyle behaviors to increase physical activity.	<ul style="list-style-type: none"> • Balance Your Fitness (Fitness Circuits) 	<ul style="list-style-type: none"> • Body Composition BINGO • Body Composition Circuit • Resistance Band Workout + Home Integration 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.4 Use technology and/or information literacy to enhance regular participation in physical activities.	Pedometer Activities—All Units		
1.5 Formulate a plan to increase the amount of time spent in physical activity.	<ul style="list-style-type: none"> • Fitness Challenges Performance Rubric 	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home Play) • Body Composition BINGO 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges
1.6 Discuss the importance of being visible, being predictable, and communicating when cycling.	Not addressed in SPARK 3-6		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 Differentiate between muscular strength and muscular endurance.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<ul style="list-style-type: none"> • Muscular Strength and Endurance • Fitness in the Middle • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Fitness Challenges
2.2 Participate in selected activities that develop and maintain each component of physical fitness.	<ul style="list-style-type: none"> • Fitness Circuits Performance Rubric 	<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
2.3 Analyze one's own physical fitness assessment results and develop strategies to enhance	<ul style="list-style-type: none"> • Personal Best Progress Card and Goals 	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
performance.		Play) <ul style="list-style-type: none"> • Body Composition BINGO 	
2.4 Explain how technology can assist in the pursuit of physical fitness.	Pedometer Activities—All units		
2.5 Apply principles of physical fitness to exercise.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<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
2.6 Identify the heart rate intensity that is necessary to enhance cardiorespiratory endurance.	Debrief: <i>What range on the scale of perceived exertion is comparable to your target heart range?</i>	<ul style="list-style-type: none"> • Aerobic Dance • Sport Moves Aerobics • Bench Step Basics 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
2.7 Regularly participate in physical	<ul style="list-style-type: none"> • Personal Best 	<ul style="list-style-type: none"> • Personal Best Day 	<ul style="list-style-type: none"> • Personal Best Day

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activity for the purpose of improving physical fitness.	Progress Card and Goals	<ul style="list-style-type: none"> • Balance Your Fitness (Home Play) • Body Composition BINGO 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges
2.8 Select proper stretching exercises to increase flexibility and reduce the chance of injury.	<ul style="list-style-type: none"> • Debrief: <i>Why is it beneficial to hold stretches for increasing periods of time after you warm-up?</i> 	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
2.9 Describe the benefits of maintaining a healthy body composition.	<ul style="list-style-type: none"> • Debrief: <i>Name a short-term benefit for keeping your body composition within the healthy fitness zone. What are some long-term benefits?</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
2.10 Evaluate progress toward short and long-term fitness goals.	<ul style="list-style-type: none"> • Fitness Challenges Performance 	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Rubric	Play) <ul style="list-style-type: none"> • Body Composition BINGO 	
2.11 Explain the consequences of a low level of physical fitness on the ability to perform various activities.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<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
2.12 Plan a menu for a balanced meal.	<ul style="list-style-type: none"> • Balance Your Fitness Home Play—Body Composition (Fitness Circuits) 	<ul style="list-style-type: none"> • Body Composition BINGO Wellness Integration • Body Composition Circuit Wellness Integration 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.			
1.1 Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.	<ul style="list-style-type: none"> • Cooperative Skills Performance Rubric 	<ul style="list-style-type: none"> • Human BINGO • Have You Ever? • Hog Call 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
1.2 Arrange equipment safely in a manner appropriate for specific skill practice.	<ul style="list-style-type: none"> • Create a Routine Performance Rubric (Group Fitness) 	<ul style="list-style-type: none"> • Create a Routine • Bench Step Basics • Stability Ball Fun 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
1.3 Work productively with a partner to improve performance.	<ul style="list-style-type: none"> • Racquets and Paddles Self-Check 	<ul style="list-style-type: none"> • Stroke and Catch • Air It Out • Soccer Golf 	<ul style="list-style-type: none"> • Racquets and Paddles • Football • Soccer
1.4 Recognize and appreciate similar and different activity choices of peers.	<ul style="list-style-type: none"> • Cooperative Skills Performance Rubric 	<ul style="list-style-type: none"> • Human BINGO • Have You Ever? 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES			
Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
2.1 Recognize that participation in physical activity is a source of self-expression and meaning.	<ul style="list-style-type: none"> • Create a Routine Performance Rubric 	<ul style="list-style-type: none"> • Create a Routine • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Dance • Group Fitness
2.2 Defend the benefits of physical activity.	<ul style="list-style-type: none"> • Debrief: <i>Describe the role of physical activity in achieving good health.</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
2.3 Identify enjoyable physical activities.	<ul style="list-style-type: none"> • Debrief: <i>Identify enjoyable and challenging physical activities that one can do for</i> 	<ul style="list-style-type: none"> • Human BINGO • Have You Ever? 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>increasing periods of time without stopping.</i>		

SPARK Alignment with Florida Physical Education Standards
6th Grade
(3-6 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 Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility, and proper body composition.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<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
1.2 Perform at least three different activities that achieve target heart rate.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Solo Aerobic Fitness • Partner Aerobic Fitness 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.3 Demonstrate the principles of training (overload, specificity, progression) and conditioning (frequency, intensity, time, and type) for specific physical activities.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<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
1.4 Perform at least three activities having value for cardiorespiratory fitness.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Solo Aerobic Fitness • Partner Aerobic Fitness 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Challenges
1.5 Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.	<ul style="list-style-type: none"> • Fitness Circuits Performance Rubric 	<ul style="list-style-type: none"> • Resistance Band Workout • Medicine Ball Madness • Muscular Strength and Endurance Circuit 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Fitness Circuits
1.6 Design and perform smooth,	<ul style="list-style-type: none"> • Stunts and 	<ul style="list-style-type: none"> • Create a Routine 	<ul style="list-style-type: none"> • Stunts and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transfer of weight.	Tumbling Performance Rubric	<ul style="list-style-type: none"> • Stunt Stories and Tumbling Tales 	Tumbling <ul style="list-style-type: none"> • Stunts and Tumbling
1.7 Design and perform a routine to rhythm with a partner or a group while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus.	<ul style="list-style-type: none"> • Stunts and Tumbling Performance Rubric 	<ul style="list-style-type: none"> • Create a Routine • Stunt Stories and Tumbling Tales 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling
1.8 Perform complex dance sequences from a variety of dances accurately and with correct technique.	<ul style="list-style-type: none"> • Dance Performance Rubric 	<ul style="list-style-type: none"> • Louisiana Saturday Night • Jekyll Island Stomp • Rocky Top 	<ul style="list-style-type: none"> • Dance • Dance • Dance
1.9 Create and perform a rhythmic movement sequence while working with a partner or group.	<ul style="list-style-type: none"> • Group Fitness Create a Routine Performance Rubric 	<ul style="list-style-type: none"> • Create a Routine • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Group Fitness • Dance • Movement Bands
1.10 Design and perform different group dance and rhythm sequences that incorporate equipment.	<ul style="list-style-type: none"> • Movement Bands Create a Routine Performance 	<ul style="list-style-type: none"> • Create a Routine • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Group Fitness • Dance • Movement Bands

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Rubric		
1.11 Apply proper warm-up and cool-down techniques.	<ul style="list-style-type: none"> • Debrief: <i>Why is it beneficial to hold stretches for increasing periods of time after you warm-up?</i> 	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
1.12 Use proper safety practices.	<ul style="list-style-type: none"> • Recess Activities Self-Check 	<ul style="list-style-type: none"> • Create a Routine • Bench Step Basics • Stability Ball Fun 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
1.13 Use technology to assess, enhance, and maintain motor skill performance.	Pedometer Activities—All units		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 at least two movements or activities which lead to improvement in each of the health-related components of fitness.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<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
1.2 List safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.	<ul style="list-style-type: none"> • Create a Routine Performance Rubric (Group Fitness) 	<ul style="list-style-type: none"> • Create a Routine • Bench Step Basics • Stability Ball Fun 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
1.3 List the three different types of heat illnesses associated with fluid loss.	Not addressed in 3-6 curriculum		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.4 Describe how each of the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) are improved through the application of training principles.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<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
1.5 Describe the long-term benefits of regular physical activity.	<ul style="list-style-type: none"> • <i>Debrief: List the long-term benefits of participation in regular physical activity.</i> 	<ul style="list-style-type: none"> • Solo Aerobic Fitness • Partner Aerobic Fitness • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Challenges • Fitness Circuits
1.6 Describe the training principles of overload, progression, and specificity.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<ul style="list-style-type: none"> • Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> Aerobic Capacity Circuit 	
1.7 Classify activities as aerobic or anaerobic.	<ul style="list-style-type: none"> Aerobic Dance Academic Integration (Group Fitness) Solo Aerobic Fitness Wellness Integration (Fitness Challenges) 	<ul style="list-style-type: none"> Solo Aerobic Fitness Partner Aerobic Fitness Aerobic Capacity Circuit 	<ul style="list-style-type: none"> Fitness Challenges Fitness Challenges Fitness Circuits
1.8 Prepare a log noting the food intake, calories consumed, and energy expended through physical activity and describe results.	<ul style="list-style-type: none"> Balance Your Fitness Home Play—Body Composition (Fitness Circuits) 	<ul style="list-style-type: none"> Body Composition BINGO Wellness Integration Body Composition Circuit Wellness Integration 	<ul style="list-style-type: none"> Fitness Challenges Fitness Circuits
1.9 List the components of skill-related fitness.	Not addressed in 3-6 curriculum (addressed in Middle School 6-8)		
1.10 Determine personal target heart rate zone and explain how to adjust intensity level to stay within	Aerobic Capacity Circuit Academic Integration	<ul style="list-style-type: none"> Aerobic Dance Sport Moves Aerobics 	<ul style="list-style-type: none"> Group Fitness Group Fitness Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
the desired range.		<ul style="list-style-type: none"> Aerobic Capacity Circuit 	
1.11 List methods of monitoring intensity level during aerobic activity.	Debrief: <i>What range on the scale of perceived exertion is comparable to your target heart range?</i>	<ul style="list-style-type: none"> Aerobic Dance Sport Moves Aerobics Bench Step Basics 	<ul style="list-style-type: none"> Group Fitness Group Fitness Group Fitness
1.12 Explain the effects of physical activity on heart rate during exercise, recovery phase, and while the body is at rest.	<ul style="list-style-type: none"> Solo Aerobic Fitness Wellness Integration 	<ul style="list-style-type: none"> Solo Aerobic Fitness Partner Aerobic Fitness Aerobic Capacity Circuit 	<ul style="list-style-type: none"> Fitness Challenges Fitness Challenges Fitness Circuits
1.13 Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.	Not addressed in 3-6 curriculum		
1.14 List terminology and etiquette in educational gymnastics or dance.	<ul style="list-style-type: none"> Stunts and Tumbling Think About 	<ul style="list-style-type: none"> Hot Time Virginia Reel Look, Learn and Leave 	<ul style="list-style-type: none"> Dance Dance Stunts and Tumbling
1.15 Choreograph basic dance or gymnastic sequences alone, with a	<ul style="list-style-type: none"> Create a Dance Performance 	<ul style="list-style-type: none"> Create a Dance Create a Routine 	<ul style="list-style-type: none"> Dance Stunts and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
partner, or in a small group.	Rubric	<ul style="list-style-type: none"> • Create a Routine 	Tumbling <ul style="list-style-type: none"> • Movement Bands
1.16 Describe the mechanical principles of balance, force, and leverage and how they relate to the performance of skills in gymnastics or dance.	<ul style="list-style-type: none"> • Debrief: <i>How can you apply the principles of balance, force, and leverage to the performance of stunts?</i> 	<ul style="list-style-type: none"> • Look, Learn and Leave • Those Tricky Transitions • Partner Switcheroo Stunt Hunt 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
1.17 List and describe the risks and safety procedures in gymnastics and dance.	<ul style="list-style-type: none"> • Stunts and Tumbling Think About 	<ul style="list-style-type: none"> • Hot Time • Virginia Reel • Look, Learn and Leave 	<ul style="list-style-type: none"> • Dance • Dance • Stunts and Tumbling
1.18 Recognize the relationship between music and dance or gymnastics skills.	<ul style="list-style-type: none"> • Stunts and Tumbling Think About 	<ul style="list-style-type: none"> • Hot Time • Virginia Reel • Look, Learn and Leave 	<ul style="list-style-type: none"> • Dance • Dance • Stunts and Tumbling
1.19 Know how improvisation is used to create movements for choreography.	<ul style="list-style-type: none"> • Debrief: <i>How can you use improvisation when creating your routines?</i> 	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Create a Routine 	<ul style="list-style-type: none"> • Dance • Group Fitness • Movement Bands
1.20 List appropriate warm-up and	<ul style="list-style-type: none"> • Debrief: 	<ul style="list-style-type: none"> • Fun and Flexibility 	<ul style="list-style-type: none"> • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
cool-down techniques and the reasons for using them.	<i>Why is it beneficial to hold stretches for increasing periods of time after you warm-up?</i>	with a Friend <ul style="list-style-type: none"> • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits
1.21 Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.	<ul style="list-style-type: none"> • Debrief: <i>Consider the weather in your area: what essentials do you need to consider when planning for hike?</i> 	<ul style="list-style-type: none"> • Walk/Jog Run • Grab Bag Home Integration 	<ul style="list-style-type: none"> • Walk/Jog/Run
1.22 Evaluate the movement performance of others.	<ul style="list-style-type: none"> • Create a Dance Task Card 	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Create a Routine 	<ul style="list-style-type: none"> • Dance • Stunts and Tumbling • Movement Bands

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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"> • Map Challenges Mileage Chart 	<ul style="list-style-type: none"> • Walk/Jog/Run Grab Bag + Home Integration • Mirror, Mirror + Home Integration • Moving for Time + Home Integration 	<ul style="list-style-type: none"> • Walk/Jog/Run • Jump Rope • Map Challenges
1.2 Participate in a variety of fitness, wellness, gymnastics, and dance activities that promote the components of health-related fitness.	<ul style="list-style-type: none"> • Balance Your Fitness (Fitness Circuits) 	<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
1.3 Identify the in-school and community opportunities that promote fitness, wellness,	<ul style="list-style-type: none"> • Balance Your Fitness (Fitness Circuits) 	<ul style="list-style-type: none"> • 4-Corner Scramble • Moving for Time • Solo Aerobic 	<ul style="list-style-type: none"> • Recess Activities • Map Challenges • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
gymnastics, and dance.		Fitness	
1.4 Participate in a variety of fitness, wellness, gymnastics, and dance activities that promote the management of stress.	<ul style="list-style-type: none"> • Balance Your Fitness (Fitness Circuits) 	<ul style="list-style-type: none"> • Flexibility Circuit Home Integration • Sport Moves Aerobics Wellness Integration • Inside-Outside Walk/Jog Wellness Integration 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Walk/Jog/Run

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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 Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.	<ul style="list-style-type: none"> • Personal Best Progress Card and Goals 	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home Play) • Body Composition BINGO 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges
2.2 Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program.	<ul style="list-style-type: none"> • Personal Best Progress Card and Goals 	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home Play) • Body Composition BINGO 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges
2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.	<ul style="list-style-type: none"> • Personal Best Progress Card and Goals (Pedometer Activities) 	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home Play) • Body Composition 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		BINGO	
2.4 Select a variety of physical activities when developing a personal fitness program.	<ul style="list-style-type: none"> • Personal Best Progress Card and Goals 	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home Play) • Body Composition BINGO 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges
2.5 Recognize health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.	<ul style="list-style-type: none"> • Fitness Circuits Think About... 	<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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES			
Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.			
1.1 Recognize that peer pressure can be positive and negative.	<ul style="list-style-type: none"> • Cooperative All-Star Self-Check 	<ul style="list-style-type: none"> • Human BINGO • Have You Ever? • Parachute Play (Small Group) • Stepping Stones 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • Cooperatives
1.2 Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.	<ul style="list-style-type: none"> • Cooperatives Performance Rubric 	<ul style="list-style-type: none"> • Group Juggling • Houdini Hoops • Log Jam 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
1.3 Demonstrate responsible behaviors during physical activities.	<ul style="list-style-type: none"> • Cooperatives Performance Rubric 	<ul style="list-style-type: none"> • Stick With Me • Beat the Clock • Pass It Around 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
1.4 Recognize the personal, social, and ethical behaviors that apply to specific physical activities.	<ul style="list-style-type: none"> • Cooperative All-Star Self-Check 	<ul style="list-style-type: none"> • Have You Ever? • Houdini Hoops • Survivor Challenge 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Fitness Challenges
1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.	<ul style="list-style-type: none"> • Cooperatives Performance Rubric 	<ul style="list-style-type: none"> • Create a Routine • Bench Step Basics • Stability Ball Fun 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand: RESPONSIBLE BEHAVIORS AND VALUES Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
2.1 Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.	<ul style="list-style-type: none"> • Create a Routine Performance Rubric 	<ul style="list-style-type: none"> • Create a Routine • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Dance • Group Fitness
2.2 Recognize the potential benefits of participation in a variety of physical activities.	<ul style="list-style-type: none"> • Debrief: <i>Describe the role of physical activity in achieving good health.</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
2.3 Study games, sports, and/or physical activities from other cultures.	<ul style="list-style-type: none"> • Dance Home Play 	<ul style="list-style-type: none"> • Alunelul • Irish Jig • Pata Pata 	<ul style="list-style-type: none"> • Dance • Dance • Dance

SPARK Alignment with Florida Physical Education Standards Early Childhood (2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
H.S.14			
1. Moves with some balance and control			
Moving around the classroom without bumping into furniture	Building Blocks Performance Rubric	<ul style="list-style-type: none"> • Personal Space • Spatial Relationships 	<ul style="list-style-type: none"> • Building Blocks • Building Blocks
Starting, turning, and stopping when running without crashing into things	Building Blocks Performance Rubric	<ul style="list-style-type: none"> • Starting and Stopping • Running • Dance Freeze 	<ul style="list-style-type: none"> • Building Blocks • Building Blocks • Musical ASAPs
Jumping like a frog with both feet together several times in a row	<ul style="list-style-type: none"> • Building Blocks Performance Rubric • Super Stunts Performance Rubric • Hoop It Up Performance Rubric 	<ul style="list-style-type: none"> • Jumping • Animal Movements I • Frogs and Lily Pads 	<ul style="list-style-type: none"> • Building Blocks • Super Stunts • Hoop It Up
Using alternating feet when going up stairs (coming down stairs may still be one step at a time without alternating feet)	Stairs not specifically addressed in SPARK Early Childhood Curriculum		
Walking on a line on the floor	Super Stunts Performance Rubric	<ul style="list-style-type: none"> • Line Walking 	<ul style="list-style-type: none"> • Super Stunts

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Galloping with relative ease	<ul style="list-style-type: none"> • Building Blocks Performance Rubric • Super Stunts Performance Rubric • Parachute Play Performance Rubric 	<ul style="list-style-type: none"> • Galloping • Gallop • Animal Movements III • Merry-Go-Round 	<ul style="list-style-type: none"> • Building Blocks • Musical ASAPs • Super Stunts • Parachute Play
Crawling through a play tunnel or under tables	<ul style="list-style-type: none"> • Building Blocks Performance Rubric 	<ul style="list-style-type: none"> • Spatial Relationships (Academic Integration) 	<ul style="list-style-type: none"> • Building Blocks
Jumping from a large block and landing securely	<ul style="list-style-type: none"> • Building Blocks Performance Rubric 	<ul style="list-style-type: none"> • Jumping (Variation) 	<ul style="list-style-type: none"> • Building Blocks

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
H.S.14 2. Coordinates movement to perform simple tasks			
Catching a large ball with two hands	<ul style="list-style-type: none"> • Have a Ball Performance Rubric 	<ul style="list-style-type: none"> • Self-Toss and Catch • Bounce and Catch • Bounce and Catch Activities 	<ul style="list-style-type: none"> • Have a Ball • Have a Ball • Have a Ball
Throwing a ball into a basket	<ul style="list-style-type: none"> • Fluffball Fun Performance Rubric • Beanbag Bonanza Performance Rubric • Have a Ball Performance Rubric 	<ul style="list-style-type: none"> • Underhand Throwing • Underhand Throwing • Station Play 	<ul style="list-style-type: none"> • Fluffball Fun • Beanbag Bonanza • Have a Ball
Kicking a large stationary ball in a forward direction	<ul style="list-style-type: none"> • Fancy Feet Performance Rubric 	<ul style="list-style-type: none"> • Kicking for Distance • Kicking for Accuracy • Walk and Kick 	<ul style="list-style-type: none"> • Fancy Feet • Fancy Feet • Fancy Feet
Climbing the ladder of the slide, holding onto the rail while moving each foot up a step	Playground equipment not specifically addressed in SPARK Early Childhood		
Pedaling and steering a tricycle			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
around the playground or gym without crashing	Curriculum		
Climbing onto the swing seat unassisted			
Scrambling up the side of a low jungle gym			
Throwing a bean bag to another person so that it can be caught	<ul style="list-style-type: none"> • Beanbag Bonanza Performance Rubric 	<ul style="list-style-type: none"> • Underhand Throw • Station Play 	<ul style="list-style-type: none"> • Beanbag Bonanza • Beanbag Bonanza

SPARK Alignment with Florida Physical Education Standards (MS Version 2011)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity			
Combines skills competently to participate in a modified version of team and individual sports, demonstrating mature patterns of manipulative skills (e.g., proper catching techniques).	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Modified Team Handball • 7V7 Modified Softball • Modified Cricket 	<ul style="list-style-type: none"> • World Games • Softball • World Games
Uses basic offensive and defensive positioning while playing a modified version of a sport.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Quick-Play Mini-Football • Mini-Hockey • Mini-Soccer 	<ul style="list-style-type: none"> • Football • Hockey • Soccer
Designs and performs folk and square dance sequences.	Dance <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • The Norwegian Polka Jigsaw • Create a Poco Loco • Merengue Mixer! 	Dance
Knows basic skills and safety procedures to participate in outdoor sports.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Under Pressure • Event: Let the Games Begin! • A Round of Golf 	<ul style="list-style-type: none"> • Football • Track and Field • Golf
The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Knows the various ways in which the body can generate force and the mechanical principles involved (e.g., range of motion and speed that the arm or leg travels).	Track: <ul style="list-style-type: none"> • Teacher Rubric • Self Check • Peer Coach • Unit Test 	<ul style="list-style-type: none"> • Sprint and Jump Circuit • Shot Put • Throw and Sprint Circuit 	Track
Knows how to apply mature patterns of locomotor, nonlocomotor, body-management throwing, catching, and striking skills while participating in modified versions of team and individual sports.	Specific Unit: <ul style="list-style-type: none"> • Teacher Rubric • Self Check • Peer Coach 	<ul style="list-style-type: none"> • Singles/Doubles Game Play • Volley Tennis • Disc Golf 	<ul style="list-style-type: none"> • Racquets and Paddles • Volleyball • Flying Disc
Describes the principles of training and conditioning for specific physical activities.	Fitness Written Test	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout • Combining Aerobic Capacity and Flexibility 	Fitness
Knows how to design and refine a routine by combining various movements to music.	Create-a-Dance Task Card	<ul style="list-style-type: none"> • Create a 4-Wall Line Dance • Create a Poco Loco • Create a Hip Hop Routine 	Dance
Knows how to develop game strategies for offensive and	Specific Unit: <ul style="list-style-type: none"> • Self Check 	<ul style="list-style-type: none"> • Zone Defense • Zone and Player- 	<ul style="list-style-type: none"> • Hockey • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
defensive play (e.g., the strategies necessary to attack an attended and unattended goal).	<ul style="list-style-type: none"> • Peer Coach • Teacher Rubric 	to-Player Defenses <ul style="list-style-type: none"> • Defense 	<ul style="list-style-type: none"> • Football
The student analyzes the benefits of regular participation in physical activity.			
Knows the potential fitness benefits of various activities.	Fitness Written Test	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout • Combining Aerobic Capacity and Flexibility 	Fitness
Knows how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Personally Fit • SPARK fit 	Sparkfamily.org
Knows what community resources related to fitness are available.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Personally Fit • SPARK fit 	Sparkfamily.org
The student achieves and maintains a health-enhancing level of physical fitness			
Knows how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.	Sample debrief question: <i>What are some ways of measuring how hard your heart is working during a physical activity?</i>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Daytona 2000 • Create a Routine 	Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		(Aerobic Capacity)	
Describes and applies the principles of training and conditioning for specific physical activities.	Fitness Written Test	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	SPARKfamily.org
Knows proper warm-up, conditioning, and cool-down techniques and the reasons for using them.	Sample debrief question: <i>What should be included in a proper warm-up? What should be included in a proper cool-down?</i>	<ul style="list-style-type: none"> • Range of Motion • Individual Warm-Up Routines • Partner Warm-Up Routines 	<ul style="list-style-type: none"> • Fitness • Jump Rope • Jump Rope
Knows the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.	Sample debrief question: <i>What is the difference between muscular strength and muscular endurance?</i>	<ul style="list-style-type: none"> • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	Fitness
Knows how aerobic activity differs from anaerobic activity.	<i>Create a Routine (Fitness/Aerobic Capacity) Wellness Integration</i>	<ul style="list-style-type: none"> • Combining Aerobic Capacity and Flexibility • Aerobic Capacity Circuit • Create a Routine (Aerobic Capacity) 	Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Understands the relationships between caloric intake and energy expenditure.	Sample debrief question: <i>How long would you need to run to burn the calories that are in one cup of ice cream?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	Fitness
Knows the various ways to promote mobility in each joint.	Fitness: MS Unit Written Tests	<ul style="list-style-type: none"> • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Introduction to Yoga 	Fitness
Knows how to determine recovery heart rate after exercise.	<i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Daytona 2000 • Create a Routine (Aerobic Capacity) 	Fitness
Understands and applies formal and informal modes of fitness	Fitness: <ul style="list-style-type: none"> • Self Check 	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	SPARKfamily.org

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
assessments (e.g., cardiovascular fitness: a mile walk or run is formal assessment, walking a flight of stairs is informal).	<ul style="list-style-type: none"> • Teacher Rubrics • MS Unit Written Tests 		
Plans and participates in an individualized fitness program.	Personally Fit Activity Challenge: In the Mood to Move Pedometer Log	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	SPARKfamily.org
Analyzes the results of fitness assessments to guide changes in a personal fitness program.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	SPARKfamily.org
Achieves and maintains appropriate cardiovascular fitness, flexibility, muscular strength, endurance, and body composition.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	SPARKfamily.org
Explores new ways to achieve activity goals in an individual wellness plan (e.g., walking in addition to playing a team sport).	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	SPARKfamily.org
The student demonstrates responsible personal and social behavior in physical activity.			
Demonstrates appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still, and seek help).	Not specifically addressed in SPARK MS Curriculum		
Knows the effects of substance abuse on personal health and performance in physical activity.	Not specifically addressed in SPARK MS Curriculum		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Understands the difference between compliance and noncompliance with game rules and knows the meaning of fair play in age-appropriate activities.	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Responsibility and Routines • Final Cooperative Adventure Race • Cross the Great Divide 	<ul style="list-style-type: none"> • The First 5 Lessons • Cooperatives • Cooperatives
Resolves interpersonal conflicts with sensitivity to the rights and feelings of others.	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Karrimor International Mountain Marathon • Cross the Pond • Log Jam 	Cooperatives
The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.			
Knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).	Create a Game Task Card	<ul style="list-style-type: none"> • Volleyball Xtreme • Create a Hip Hop Routine 	<ul style="list-style-type: none"> • Volleyball • Dance
Knows the contributions that various cultures have made to physical education.	World Games Written Test	<ul style="list-style-type: none"> • Sepak Takraw • Modified Team Handball • Modified Cricket • Merengue 	<ul style="list-style-type: none"> • World Games • World Games • World Games • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Etiquette Basics			
The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.			
Identifies forms of physical activity that provide personal enjoyment.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	SPARKfamily.org
Recognizes the aesthetic and creative aspects of performance.	Stunts and Tumbling, Dance, Jump Rope Teacher Rubrics	<ul style="list-style-type: none"> • Creating Combinations • Stunts and Tumbling Buffet • Create a Hip Hop Routine • Create your own Merengue Move • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Dance • Dance • Jump Rope
Understands how a commitment to a wellness plan enhances the quality of life (e.g., leads to positive coping skills, healthy eating habits, and regular physical activity).	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	SPARKfamily.org
Knows the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.	Sample debrief question: <i>What are the benefits over time of participating in physical activities and exercise on a regular basis?</i>	<ul style="list-style-type: none"> • Fun and Fitness Circuit • SPARK Events • Throw and Sprint Circuit 	<ul style="list-style-type: none"> • ASAP • Various Units • Track

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Knows the ways in which exercising at home can assist in improving physical ability and performance.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	SPARKfamily.org
Knows various ways to use the body and movement activities to communicate ideas and feelings.	Stunts and Tumbling, Dance, Jump Rope Teacher Rubrics	<ul style="list-style-type: none"> • Creating Combinations • Stunts and Tumbling Buffet • Create a Hip Hop Routine • Create your own Merengue Move • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Dance • Dance • Jump Rope

SPARK Alignment with Florida Physical Education Standards (HS Version 2011)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity			
Demonstrates competency or proficiency in self-selected activities.	Specific Unit Personal Best Assessment	<ul style="list-style-type: none"> • Create Your Own ST Program • Event: The Crackerjack Classic (Option 1: Create & Play Your Own Game) • Event: Dance Olympics 	<ul style="list-style-type: none"> • Strength Training • Softball • Dance
The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.			
Understands how the laws of motion apply to the acquisition and improvement of skills.	Specific Unit: <ul style="list-style-type: none"> • Fun-day-mentals Jigsaw Notes • Written Test 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Volleyball • Flying Disc: Ultimate • Badminton
Knows how to analyze, evaluate, and implement the mechanical principles of balance, force, and leverage that apply directly to self-selected activities.	Specific Unit: <ul style="list-style-type: none"> • Written Test • Performance Rubric • Personal Best 	<ul style="list-style-type: none"> • Create Your Own ST Program • Fun-day-mentals Jigsaw • Fun-day-mentals 	<ul style="list-style-type: none"> • Strength Training • Hockey • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Assessment	Jigsaw	
Knows how to evaluate one's own skilled performances.	Specific Unit Personal Best Assessment	<ul style="list-style-type: none"> • Basketball Personal Best • Football Personal Best • Volleyball Personal Best 	<ul style="list-style-type: none"> • Basketball • Football • Volleyball
The student analyzes the benefits of regular participation in physical activity.			
Knows that physical activity reduces certain health risk factors.	Fitness Unit Written Test	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking
Knows how regular physical activity can relieve the stress of everyday life.	Fitness Unit Written Test	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking
Identifies the effects of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and exercise habits.	Group Fitness Think About...	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking
Knows the role of physical activity in the prevention of disease and the reduction of health-care costs.	Group Fitness Think About...	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking
The student achieves and maintains a health-enhancing level of physical fitness			
Knows how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body	Personal Fitness Program Development Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best • iHIIT (High Intensity Interval 	<ul style="list-style-type: none"> • Strength Training • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
composition necessary for a healthy lifestyle.		Training) <ul style="list-style-type: none"> • Wellness Walking Personal Best • Create Your Own ST Program 	<ul style="list-style-type: none"> • Wellness Walking • Strength Training
Knows how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develop a training and conditioning program that enhances individual health-related needs.	Personal Fitness Program Development Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best • iHIIT (High Intensity Interval Training) • Wellness Walking Personal Best • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking • Strength Training
Uses technology to assess, enhance, and maintain fitness and skills.	<ul style="list-style-type: none"> • Heart Rate Monitor Logs • Pedometer Logs 	<ul style="list-style-type: none"> • Aerobics Basic Training • Basic Training: FUNctional Fitness Jigsaw • Walking Circuits 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
Maintains and improves motor skills and knowledge necessary for participation in beneficial physical activity.	Specific Unit Personal Best Assessment	<ul style="list-style-type: none"> • 1-2-3's • Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Strength Training
Knows how to make changes in an individual wellness plan as lifestyle changes occur.	Personal Fitness Program Development	<ul style="list-style-type: none"> • Fitness Personal Best • iHIIT (High 	<ul style="list-style-type: none"> • Strength Training • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> Intensity Interval Training) Wellness Walking Personal Best Create Your Own ST Program 	<ul style="list-style-type: none"> Wellness Walking Strength Training
Knows the correlation between obesity, high blood pressure, and increased physical activity.	Group Fitness Think About...	Personal Fitness Program Development	<ul style="list-style-type: none"> Strength Training Group Fitness Wellness Walking
The student demonstrates responsible personal and social behavior in physical activity.			
Knows risks and safety factors that may affect physical activity throughout life.	Group Fitness Think About...	Personal Fitness Program Development	<ul style="list-style-type: none"> Strength Training Group Fitness Wellness Walking
Knows various ways in which conflict can be resolved appropriately in game settings.	<ul style="list-style-type: none"> Character Matters Assessments Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> Big D (4-on-4 Royal Court) D-Fence (5-on-5 Royal Field) Event: Star-Hockey "Shockey" Cup 	<ul style="list-style-type: none"> Basketball Football Hockey
Demonstrates responsible behavior while playing sports (e.g., respecting opponents and officials, controlling emotions, and accepting victory and defeat).	<ul style="list-style-type: none"> Character Matters Assessments Coulda, Shoulda, Woulda 	<ul style="list-style-type: none"> Event: March Madness Event: Ultimate Masters Event: Gridiron Classic 	<ul style="list-style-type: none"> Basketball Flying Disc: Ultimate Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Character Ed Journaling Pages		
Assumes an active leader role, a supportive follower role, and a passive follower role as appropriate.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Hockey Adventure Race • Orienteering Adventure Race • Create a Hip Hop Routine 	<ul style="list-style-type: none"> • Hockey • Cooperatives: Orienteering • Dance
Understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Waltzing Royalty Jigsaw (Mixer) • The Navigational Invitational • iFreestyle Aerobics 	<ul style="list-style-type: none"> • Dance • Cooperatives: Orienteering • Group Fitness
The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.			
Understands the influence of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.	Think About...Global/ Multicultural Integrations	<ul style="list-style-type: none"> • Cricket Adventure Race (Global/Multicultural Integration) • Event: Dance 	<ul style="list-style-type: none"> • World Games • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Olympics • The Cricket World Cup 	<ul style="list-style-type: none"> • World Games
Knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).	Create a Game Task Card	<ul style="list-style-type: none"> • Event: The Crackerjack Classic (Option 1: Create & Play Your Own Game) 	Softball
Knows the value of sport and physical activity in understanding different cultures.	Think About...Global/Multicultural Integrations	<ul style="list-style-type: none"> • Brain Boostin' Boogie (Global/Multicultural Integration) • Event: Dance Olympics • The Cricket World Cup 	<ul style="list-style-type: none"> • Dance • Dance • World Games
The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.			
Identifies personal feelings resulting from participation in physical activity.	Group Fitness Think About...	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking
Participates in games, sports, dances, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.	<ul style="list-style-type: none"> • Personal Fitness Program Development • Heart Rate Monitor Logs • Pedometer Logs 	<ul style="list-style-type: none"> • Event: Go the Distance • Strength Training Adventure Race • Star Quest 	<ul style="list-style-type: none"> • Wellness Walking • Strength Training • Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Knows the ways in which personal characteristics, performance styles, and activity preferences will change over the course of one's life.	Group Fitness Think About...	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking