

**SPARK Alignment with Arkansas Physical Education Standards
K-2 (Version 2008)
Kindergarten**

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 1: Motor Skills and Movement Patterns Students shall demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.			
PEL.1.K.1 Demonstrate dynamic and static movements, and dynamic and static balance using various body positions	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Static Balances • Animal Balancing Act • Partner Stunts 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
PEL.1.K.2 Move forward, side-to- side, high/medium/low, stop/go, under, over, behind, beside, and through	Building a Foundation Rubric	<ul style="list-style-type: none"> • Roadway • Alley Cat • Locomotor Skills, Levels, and Directions 	<ul style="list-style-type: none"> • ASAP • ASAP • Building a Foundation
PEL.1.K.3 Move body limbs (e.g., high, low, and medium)	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Basic Body Positions • Body Management and Balance 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Building a Foundation
PEL.1.K.4 Move appropriately in general	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
space within boundaries without falling down and bumping into others		<ul style="list-style-type: none"> • General Space and Creative Moves • Color Tag 	<ul style="list-style-type: none"> • Games
PEL.1.K.5 Perform locomotor movements: <ul style="list-style-type: none"> • crawl • walk • jump • hop • gallop • skip • slide • leap • jog • run 	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • 4 Corners • Pathways and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • Building a Foundation
PEL.1.K.6 Perform the following non-locomotor movements: <ul style="list-style-type: none"> • balance • bend • stretch • turn • twist • shake • cross-lateral (crossing the mid-line of the body) • push • pull 	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Scarf Exploration 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Manipulatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<ul style="list-style-type: none"> sway 			
PEL.1.K.7 Travel to a beat by marching, clapping, and stomping with a fast and slow pace, using even and uneven rhythm	Dance Rubric	<ul style="list-style-type: none"> Monkey See, Monkey Do The Bouncer Alley Cat 	<ul style="list-style-type: none"> ASAP ASAP ASAP
PEL.1.K.8 Use limited body movement when throwing with the dominant arm	Catching and Throwing Rubric	<ul style="list-style-type: none"> Throwing Underhand to Targets Catching and Throwing Circuit Partner Throw and Catch 	<ul style="list-style-type: none"> Catching and Throwing Catching and Throwing Catching and Throwing
PEL.1.K.9 Extend arms toward thrower when catching an object	Catching and Throwing Rubric	<ul style="list-style-type: none"> Partner Throw and Catch Partner Throw and Catch Challenges Catching and Throwing Circuit 	<ul style="list-style-type: none"> Catching and Throwing Catching and Throwing Catching and Throwing
PEL.1.K.10 Bounce a ball using one or two hands in self-space and general space	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> Bounce and Catch Introduction Dribbling Introduction Squirrels and Acorns 	<ul style="list-style-type: none"> Dribbling, Volleying, and Striking Dribbling, Volleying, and Striking Dribbling, Volleying, and Striking
PEL.1.K.11 Catch a self-tossed object	Catching and Throwing Rubric	<ul style="list-style-type: none"> Self-Toss and Catch 	<ul style="list-style-type: none"> Catching and Throwing
PEL.1.K.12	Dribbling, Volleying,	<ul style="list-style-type: none"> Volleying and Striking 	<ul style="list-style-type: none"> Dribbling, Volleying,

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Use limited body movement when striking an object using the dominant arm	and Striking Rubric	Introduction <ul style="list-style-type: none"> • Sheep Dogs • Keep It Up 	and Striking <ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
PEL.1.K.13 Volley a balloon with the hands	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Volleying and Striking Introduction <ul style="list-style-type: none"> • Sheep Dogs • Keep It Up 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
PEL.1.K.14 Move a ball with the feet	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Dribbling “Soccer-Style” • Control Dribble Around Obstacles • Tunnel Dribble 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping • Kicking and Trapping
PEL.1.K.15 Use limited body movement when kicking with the dominant leg	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Kicking for Distance • Kicking for Accuracy • Soccer Golf 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping • Kicking and Trapping
PEL.1.K.16 Trap a moving ball with the foot	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Partner Roll, Pass, and Trap • Passing in Pairs • Kicking and Trapping Circuit 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping • Kicking and Trapping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Strand 2: Movement Concepts</p> <p>Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.</p>			
<p>PEL.2.K.1 Identify upper body parts:</p> <ul style="list-style-type: none"> • head • forehead • chin • chest • eyes, ears, nose, mouth, • shoulders, arm, neck, elbows, wrist, right hand, left hand, fingers • back, waist, stomach 	<p>Sample debrief question: <i>Touch your shoulders. Where are your wrists? Your elbows?</i></p>	<ul style="list-style-type: none"> • The Hokey Pokey • Beanbag Balances • Body Management and Balance 	<ul style="list-style-type: none"> • Dance • Balance, Stunts, and Tumbling • Building a Foundation
<p>PEL.2.K.2 Identify lower body parts: hip, thigh, calf, heel, ankles, knees, right foot, left foot, leg, toes</p>	<p>Sample debrief question: <i>Touch your hips. Where are your knees? Ankles?</i></p>	<ul style="list-style-type: none"> • The Hokey Pokey • Beanbag Balances • Body Management and Balance 	<ul style="list-style-type: none"> • Dance • Balance, Stunts, and Tumbling • Building a Foundation
<p>PEL.2.K.3 Participate in low-organized games that utilize basic motor skills</p>	<p>Games Rubric</p>	<ul style="list-style-type: none"> • Color Tag • Crazy Cones • Cookie Monster Tag 	<ul style="list-style-type: none"> • Games • Games • Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 3: Health-Related Fitness:			
Students shall understand how health-related fitness can improve individual health.			
PEL.3.K.1 Locate the heart and understand that it is the size of a fist	Sample debrief question: <i>Where is your heart located?</i>	<ul style="list-style-type: none"> Chasing and Fleeing High-Five Tag Frogs Across the Pond 	<ul style="list-style-type: none"> Building a Foundation ASAP ASAP
PEL.3.K.2 Know that the heart functions as a pump for blood	Sample debrief question: <i>What does your heart pump?</i>	<ul style="list-style-type: none"> Locomotor Grab Bag Fitness Introduction Crazy Cones 	<ul style="list-style-type: none"> ASAP Building a Foundation Games
PEL.3.K.3 Recognize the change in breathing and heart beat while participating in a moderate to vigorous activity	Sample debrief question: <i>What happens to your heart rate and breathing when you exercise?</i>	<ul style="list-style-type: none"> Oxygen Boogie Chasing and Fleeing The Good Ship SPARK 	<ul style="list-style-type: none"> Games Building a Foundation ASAP
PEL.3.K.4 Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop cardio-respiratory endurance	Building a Foundation Rubric	<ul style="list-style-type: none"> Crazy Cones Cookie Monster Tag Fitness Introduction 	<ul style="list-style-type: none"> Games Games Building a Foundation
PEL.3.K.5 Understand that the body is composed of muscles and bones	Sample debrief question: <i>What makes your bones move?</i>	Fitness Introduction (SPARK It Up!)	Building a Foundation
PEL.3.K.6	Sample debrief	<ul style="list-style-type: none"> Sugar and Fat Tag 	<ul style="list-style-type: none"> Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Understand that the body needs proper nutrition and water to function	question: <i>Why is water an important nutrient for your body?</i>	<ul style="list-style-type: none"> • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	<ul style="list-style-type: none"> • Games • ASAP
PEL.3.K.7 Recognize that the body is capable of a wide range of movement (e.g., bending, stretching, twisting)	Sample debrief question: <i>What body part are you stretching now?</i>	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
PEL.3.K.8 Participate in stretching activities that improve flexibility: <ul style="list-style-type: none"> • dynamic warm up • teacher-led stretching held for a short period of time without bouncing 	Building a Foundation Rubric	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
PEL.3.K.9 Explore strength building activities (e.g., animal walk, scooter activities, push up and hold)	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Body Management and Balance • Static Balances • Animal Balancing Act 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
PEL.3.K.10 Practice specific strength building activities (e.g., pull-ups, push-ups, modified push-ups, plank, flex arm hang)	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Body Management and Balance • Static Balances • Animal Balancing Act 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
PEL.3.K.11 Understand the importance of	Building a Foundation Rubric	<ul style="list-style-type: none"> • Chasing and Fleeing • High-Five Tag 	<ul style="list-style-type: none"> • Building a Foundation • ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
participating in daily moderate to vigorous physical activity		<ul style="list-style-type: none"> • Frogs Across the Pond 	<ul style="list-style-type: none"> • ASAP
PEL.3.K.12 Practice appropriate activities to improve muscular endurance (e.g., curl-ups, partial curl-ups)	Building a Foundation Rubric	Fitness Introduction	Building a Foundation
PEL.3.K.13 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • cardio-respiratory endurance • body composition • muscular strength and endurance • flexibility 	Building a Foundation Rubric	Fitness Introduction	Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 4: Lifetime Activities and Recreation: Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.			
PEL.4.K.1 Recognize that exercise takes place during active play and builds a healthy heart and lungs	Sample debrief question: <i>What happens to your heart when you play actively?</i>	<ul style="list-style-type: none"> • Locomotor Grab Bag • Fitness Introduction • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Games
PEL.4.K.2 Recognize a variety of lifetime physical activities (e.g., fishing, bird watching, hiking, camping, golf, running)	Sample debrief question: <i>Name some activities that make your heart beat faster that you can do for the rest of your life.</i>	<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
Strand 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.			
PEL.5.K.1 Identify acceptable behaviors while participating in physical activities (e.g., not quitting on the first attempt, taking turns, etc.)	Games Rubric	<ul style="list-style-type: none"> • Pairing and Moving Together • Grouping and Moving Together • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP
PEL.5.K.2 Use and share equipment within personal space safely and properly	Games Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Soccer Golf • Long Rope Turning in Pairs 	<ul style="list-style-type: none"> • Catching and Throwing • Kicking and Trapping • Jumping

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 1: Motor Skills and Movement Patterns Students shall demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.			
PEL.1.1.1 Perform various movements of body parts	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Static Balances 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling
PEL.1.1.2 Move in various directions and through various pathways in regard to other students and objects (e.g., chase/flee, obstacles/obstacle courses)	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • General Space and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
PEL.1.1.3 Perform any combination of the following non-locomotor movements (e.g., bend and stretch, twist and turn, push and pull)	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Scarf Exploration 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Manipulatives
PEL.1.1.4 Perform body movement through	Dance Rubric	<ul style="list-style-type: none"> • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
music, beat, and rhythm		<ul style="list-style-type: none"> • Seven Jumps • Monkey See, Monkey Do 	<ul style="list-style-type: none"> • ASAP
PEL.1.1.5 Step using the foot opposite the throwing hand (e.g., overhand and underhand throwing)	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing
PEL.1.1.6 Catch a bounced ball	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Bounce and Catch Introduction 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
PEL.1.1.7 Catch a ball thrown underhand	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing
PEL.1.1.8 Dribble with one hand in self-space while keeping control of the ball	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Dribbling Introduction • Squirrels and Acorns • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
PEL.1.1.9 Demonstrate side orientation and proper grip when striking an object	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Striking with Paddles • Paddle Circuit • Batter Up! 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			<ul style="list-style-type: none"> • Dribbling, Volleying
PEL.1.1.10 Volley an object, maintaining control, with the hands, arms, or racquet	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Volleying and Striking Introduction • Keep It Up • Sheep Dogs 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
PEL.1.1.11 Move a ball using either foot while keeping the ball in control	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Dribbling “Soccer-Style” • Control Dribble Around Obstacles • Tunnel Dribble 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping • Kicking and Trapping
PEL.1.1.12 Move toward a stationary ball and kick using the dominant foot	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Kicking for Distance • Kicking for Accuracy • Soccer Golf 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping • Kicking and
PEL.1.1.13 Trap and pass a ball with a partner, using feet	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Passing in Pairs • Triangle Passing and 3-Player Kick and Score • Kicking and Trapping Circuit 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping • Kicking and Trapping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 2: Movement Concepts Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.			
PEL.2.1.1 Distinguish between upper, lower, left, and right body parts	Sample debrief question: <i>Raise your right hand; raise your left.</i>	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Movement Concepts Using Hoops • Alley Cat 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP
PEL.2.1.2 Apply basic body movement patterns using verbal cues or music (e.g., “hokey pokey,” alphabet shapes)	Building a Foundation Rubric	<ul style="list-style-type: none"> • The Hokey Pokey • Knees Up Mother Brown • Monkey See, Monkey Do 	<ul style="list-style-type: none"> • Dance • ASAP • ASAP
PEL.2.1.3 Apply locomotor movement in various activities (e.g., rhythms, relays)	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
PEL.2.1.4 Participate in low-organized games that utilize basic motor skills	Games Rubric	<ul style="list-style-type: none"> • Dead Bugs • Airplanes • I Want a Home 	<ul style="list-style-type: none"> • ASAP • ASAP • ASAP
PEL.2.1.5 Understand that rhyme, rhythm, and repetition are reading readiness skills (e.g., spelling words while exercising, skip count while moving)	Dance Rubric	<ul style="list-style-type: none"> • The Muffin Man • The Shoemaker’s Dance 	<ul style="list-style-type: none"> • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 3: Health-Related Fitness: Students shall understand how health-related fitness can improve individual health.			
PEL.3.1.1 Show where the heart is located and describe its approximate size and shape	Sample debrief question: <i>How big is your heart?</i>	<ul style="list-style-type: none"> • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
PEL.3.1.2 Understand that the heart is a muscle that pumps blood throughout the body	Sample debrief question: <i>What is the most important muscle in your body?</i>	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
EL.3.1.3 Recognize the change in breathing, heartbeat, and body temperature during moderate and vigorous activity	Sample debrief question: <i>What happens to your heart when you make it beat faster on a regular basis?</i>	<ul style="list-style-type: none"> • Locomotor Grab Bag • Fitness Introduction • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Games
PEL.3.1.4 Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop cardio-respiratory endurance	Games Rubric	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Games • Building a Foundation
PEL.3.1.5 Understand that body mass is composed of muscles, bones, fluids, organs, and fat	Sample debrief question: <i>What are the categories of things</i>	Fitness Introduction	Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>that make up your body?</i>		
PEL.3.1.6 Understand that the body needs the correct portions of food and water to function (e.g., serving sizes)	Sample debrief question: <i>Why is it important to get the right amount of food and water?</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	<ul style="list-style-type: none"> • Games • Games • ASAP
PEL.3.1.7 Practice teacher-led stretching techniques appropriate to activity, to improve range of motion	Building a Foundation Rubric	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
PEL.3.1.8 Recognize benefits related to muscular strength (e.g., good posture, strong arms, strong legs, endurance)	Sample debrief question: <i>Name two benefits you get from strengthening your muscles.</i>	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation
PEL.3.1.9 Recognize benefits related to muscular endurance	Sample debrief question: <i>How do you improve your endurance? Why is muscular endurance important?</i>	Fitness Introduction	Building a Foundation
PEL.3.1.10 Participate in a nationally recognized health-fitness assessment:	Building a Foundation Rubric	Fitness Introduction	Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<ul style="list-style-type: none">• cardio-respiratory endurance• body composition• muscular strength and• endurance• flexibility			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 4: Lifetime Activities and Recreation: Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.			
PEL.4.1.1 Recognize health benefits of active play: <ul style="list-style-type: none"> • strong muscles • oxygen to the brain • sense of well being 	Sample debrief question: <i>What happens to your heart and muscles when you play actively?</i>	<ul style="list-style-type: none"> • Locomotor Grab Bag • Fitness Introduction • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Games
PEL.4.1.2 Identify basic skills for enjoyment of lifetime physical activities	Sample debrief question: <i>Name some activities that make your heart beat faster that you can do for the rest of your life.</i>	<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
Strand 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.			
PEL.5.1.1 Recognize acceptable behaviors while participating in physical activities	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops • Changing Places • Line Boogie 	<ul style="list-style-type: none"> • Games • Parachute • Manipulatives
PEL.5.1.2 Share equipment safely and properly with a partner or group	Games Rubric	<ul style="list-style-type: none"> • Pairing and Moving Together • Grouping and Moving Together • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP
PEL.5.1.3 Understand sharing is an essential element for a productive climate in group settings	Games Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Soccer Golf • Long Rope Turning in Pairs 	<ul style="list-style-type: none"> • Catching and Throwing • Kicking and Trapping • Jumping

**SPARK Alignment with Arkansas Physical Education Standards
K-2 (Version 2008)
2nd Grade**

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 1: Motor Skills and Movement Patterns Students shall demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.			
PEL.1.2.1 Perform movement patterns using various body parts (e.g., games, free movement)	Building a Foundation Rubric	<ul style="list-style-type: none"> • Tempos and Creative Moves • The Hokey Pokey • Body Management and Balance 	<ul style="list-style-type: none"> • Building a Foundation • Dance • Building a Foundation
PEL.1.2.2 Travel independently in a large group while safely and quickly changing speed and direction within a boundary	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Color Tag 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games
PEL.1.2.3 Demonstrate a movement sequence combining locomotor and non-locomotor skills (e.g., combine galloping, skipping, jumping, bending, swaying, twisting in a sequence, jumping rope using different feet patterns)	Manipulatives Rubric	<ul style="list-style-type: none"> • Scarf Exploration • Ribbon Wand Exploration • Chinese Ribbon Dance 	<ul style="list-style-type: none"> • Manipulatives • Manipulatives • Manipulatives
PEL.1.2.4	Dance Rubric	<ul style="list-style-type: none"> • The Bunny Hop 	<ul style="list-style-type: none"> • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Maintain a steady beat while listening to music		<ul style="list-style-type: none"> • The Conga • Seven Jumps 	<ul style="list-style-type: none"> • Dance • Dance
PEL.1.2.5 Perform instructional dance sequences to music (e.g., chicken dance, electric slide, cupid shuffle, tony chestnut)	Dance Rubric	<ul style="list-style-type: none"> • Chicken Dance • Tarantella • The Mexican Hat Dance 	<ul style="list-style-type: none"> • ASAP • Dance • Dance
PEL.1.2.6 Demonstrate follow-through to opposite hip when throwing an object	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing
PEL.1.2.7 Catch more than one self-tossed object (e.g., juggling scarves)	Manipulatives Rubric	<ul style="list-style-type: none"> • Scarf Juggling Lead-up 	<ul style="list-style-type: none"> • Manipulatives
PEL.1.2.8 Catch a ball thrown overhand	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing
PEL.1.2.9 Dribble in control with the dominate hand while moving in a general space	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Dribbling Introduction • Squirrels and Acorns • Dribbling, Volleying, and Striking Circuit 	<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
PEL.1.2.10 Step toward and strike a stationary object	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Striking with Paddles • Paddle Circuit • Batter Up! 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying
PEL.1.2.11 Volley a light-weight ball tossed by a partner or self—using arms, hands, or racquet	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Volleying and Striking Introduction • Keep It Up • Sheep Dogs 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
PEL.1.2.12 Dribble a ball using feet in a variety of pathways around or through various obstacles, keeping the ball in control	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Dribbling “Soccer-Style” • Control Dribble Around Obstacles • Tunnel Dribble 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping • Kicking and Trapping
PEL.1.2.13 Kick a stationary or moving ball and follow through toward a target	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Kicking for Distance • Kicking for Accuracy • Soccer Golf 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping • Kicking and
PEL.1.2.14 Trap and pass a ball with control in an activity or game	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Passing in Pairs • Triangle Passing and 3-Player Kick and Score • Kicking and Trapping Circuit 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping • Kicking and Trapping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 2: Movement Concepts Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.			
PEL.2.2.1 Recognize major muscle groups: <ul style="list-style-type: none"> • biceps • triceps • quadriceps • abdominals • hamstrings • calf muscles • gluteus muscles 	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation
PEL.2.2.2 Recognize the major bones in the skeletal system: <ul style="list-style-type: none"> • cranium • vertebrae • ribs • humerus • radius • ulna • pelvis • femur • fibula • tibia • phalanges 	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
PEL.2.2.3 Use locomotor skills in low-organized games (e.g., tag games)	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
PEL.2.2.4 Participate in low-organized games that utilize basic motor skills	Games Rubric	<ul style="list-style-type: none"> • Dead Bugs • Airplanes • I Want a Home 	<ul style="list-style-type: none"> • ASAP • ASAP • ASAP
PEL.2.2.5 Use movement to improve cognitive responses (e.g., count by two's or three's while jumping rope, movement sentences)	Jumping Rubric	<ul style="list-style-type: none"> • Jumping Rhythmically • Stationary Rope Jumping 	<ul style="list-style-type: none"> • Jumping • Jumping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 3: Health-Related Fitness: Students shall understand how health-related fitness can improve individual health.			
PEL.3.2.1 Understand that the heart produces a pulse when beating	Sample debrief question: <i>What causes the pulse you feel?</i>	<ul style="list-style-type: none"> • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
PEL.3.2.2 Understand health benefits related to increased heart beat during activity	Sample debrief question: <i>What happens to your heart when you make it beat faster on a regular basis?</i>	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
PEL.3.2.3 Determine how increasing the intensity of the activity increases the heartbeat	Sample debrief question: <i>What happens to your heart rate when you work harder?</i>	<ul style="list-style-type: none"> • Locomotor Grab Bag • Fitness Introduction • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Games
PEL.3.2.4 Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop cardio-respiratory endurance	Games Rubric	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Games • Building a Foundation
PEL.3.2.5 Understand that body mass can be measured by the Body Mass Index (BMI)	Sample debrief question: <i>What are the categories of things</i>	Fitness Introduction	Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>that make up your body? How can it be measured?</i>		
PEL.3.2.6 Understand the relationship between the amount of food ingested, energy expended, and fat stored	Sample debrief question: <i>Why is it important to get the right amount of food for your size and activity level?</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	<ul style="list-style-type: none"> • Games • Games • ASAP
PEL.3.2.7 Perform a proper stretch safely for a minimum of 10 to 20 seconds	Building a Foundation Rubric	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
PEL.3.2.8 Demonstrate how muscular strength plays a role in developing strong, healthy bones and muscles	Sample debrief question: <i>Name two benefits you get from strengthening your muscles.</i>	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation
PEL.3.2.9 Demonstrate how muscular endurance plays a role in health-related fitness	Sample debrief question: <i>How do you improve your endurance? Why is muscular endurance important?</i>	Fitness Introduction	Building a Foundation
PEL.3.2.10 Participate in a nationally recognized health-fitness	Building a Foundation Rubric	Fitness Introduction	Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
assessment: <ul style="list-style-type: none">• cardio-respiratory endurance• body composition• muscular strength and endurance• flexibility			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 4: Lifetime Activities and Recreation: Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.			
PEL.4.2.1 Discuss how the activity of the day relates to a healthy life-style	Sample debrief question: <i>Did today's activity be included as part of a healthy life-style?</i>	<ul style="list-style-type: none"> • Locomotor Grab Bag • Fitness Introduction • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Games
PEL.4.2.2 Identify leisure activities that promote healthy living	Sample debrief question: <i>Name some activities that make your heart beat faster that you can do for the rest of your life.</i>	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation
PEL.4.2.3 Explain that skill leads to enjoyment of physical activity	Sample debrief question: <i>How can improving your skill make an activity more enjoyable?</i>	<ul style="list-style-type: none"> • Emotion Motion • Showtime • Houdini Hoops 	<ul style="list-style-type: none"> • ASAP • Balance, Stunts, and Tumbling • Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.			
PEL.5.2.1 Utilize acceptable behaviors while participating in physical activities	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops • Changing Places • Line Boogie 	<ul style="list-style-type: none"> • Games • Parachute • Manipulatives
PEL.5.2.2 Comply positively with rules and procedures of structured games	Games Rubric	<ul style="list-style-type: none"> • Pairing and Moving Together • Grouping and Moving Together • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP
PEL.5.2.3 Cooperate with others to complete an assigned task	Games Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Soccer Golf • Long Rope Turning in Pairs 	<ul style="list-style-type: none"> • Catching and Throwing • Kicking and Trapping • Jumping

SPARK Alignment with Arkansas Physical Education Standards
Grade 3-6 (2007 Version)
3rd Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 1: Motor Skills and Movement Patterns Students shall demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.			
PEL.1.3.1 Demonstrate directional movements (e.g., clockwise, counterclockwise, and spiral)	Dance Performance Rubric	<ul style="list-style-type: none"> • Hot Time • Cotton Eyed Joe • Virginia Reel 	<ul style="list-style-type: none"> • Dance • Dance • Dance
PEL.1.3.2 Practice locomotor movements in a variety of games	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Perimeter Move • 4 Corners • Builders and Bulldozers 	<ul style="list-style-type: none"> • ASAP • ASAP • Aerobic Games
PEL.1.3.3 Perform rhythmical sequences (e.g., tinikling, jump bands, lummi sticks, jump rope, folk dance, square dance)	Dance, Movement Bands, Jump Rope Rubrics	<ul style="list-style-type: none"> • Louisiana Saturday Night • Movement Band Circuit • Jump Rope Add-On 	<ul style="list-style-type: none"> • Dance • Movement Bands • Jump Rope
PEL.1.3.4 Throw an object over-hand and underhand using a mature pattern	Softball Performance Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Under Pressure 	<ul style="list-style-type: none"> • Softball • Football
PEL.1.3.5 Catch a variety of objects at		<ul style="list-style-type: none"> • Target Throw 	<ul style="list-style-type: none"> • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
different levels with a partner using a mature pattern			
PEL.1.3.6 Dribble in control with either hand while moving using a mature pattern	Basketball Skills Performance Rubric	<ul style="list-style-type: none"> • Dribbling Drills • 9 Grid Basketball • Mini-Basketball 	<ul style="list-style-type: none"> • Basketball • Basketball • Basketball
PEL.1.3.7 Step toward and strike a moving object using a mature pattern	Racquets and Paddles Skills Performance Rubric	<ul style="list-style-type: none"> • Stroke Shadow • Stroke and Catch • Paddle 2-Square 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
PEL.1.3.8 Volley a light-weight ball to self or partner using a mature pattern	Volleyball Skills Performance Rubric	<ul style="list-style-type: none"> • Intro to Forearm Pass • Passing Pairs • Group Passing Challenges 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Volleyball
PEL.1.3.9 Dribble a ball around moving obstacles with both feet using a mature pattern	Soccer Skills Performance Rubric	<ul style="list-style-type: none"> • Dribbling Partner Tag • Soccer Hoopla • Rainforest 	<ul style="list-style-type: none"> • Soccer • Soccer • Soccer
PEL.1.3.10 Demonstrate a mature pattern of kicking using a variety of kicks and a variety of objects (e.g., drop kick, stationary kick, punt)	Soccer Skills Performance Rubric	<ul style="list-style-type: none"> • 3 Flies Up! • Soccer Golf • Punt, Pass & Pitch Golf 	<ul style="list-style-type: none"> • Recess Activities • Soccer • Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 2: Movement Concepts Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.			
PEL.2.3.1 Identify and locate major muscle groups: <ul style="list-style-type: none"> • biceps • triceps • quadriceps • abdominals • hamstrings • calf muscles • gluteus muscles 	Sample debrief question: <i>Show me the correct body position for stretching your hamstrings</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
PEL.2.3.2 Identify and locate the major bones in the skeletal system: <ul style="list-style-type: none"> • cranium • vertebrae • ribs • humerus • radius • ulna • pelvis • femur • fibula • tibia 	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Mixed Fitness Circuit • Fitness in the Middle • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<ul style="list-style-type: none"> phalanges 			
PEL.2.3.3 Practice group games with appropriate equipment within boundaries	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> Raiders of the Ark Paddle 2-Square 5-Second Football 	<ul style="list-style-type: none"> Aerobic Games Racquets and Paddles Football
PEL.2.3.4 Create and demonstrate three (3) or more movement sequences while smoothly combining locomotor and non-locomotor skills	Create a Routine Rubric	<ul style="list-style-type: none"> Create A Dance Create A Routine Create a Routine 	<ul style="list-style-type: none"> Dance Movement Bands Stunts and Tumbling
PEL.2.3.5 Create rhythmical sequences	Create a Dance Rubric	<ul style="list-style-type: none"> Create A Dance Create A Routine Aerobic Dance 	<ul style="list-style-type: none"> Dance Movement Bands Group Fitness
PEL.2.3.6 Participate in modified games that utilize basic motor skills	Aerobic Games Rubric	<ul style="list-style-type: none"> Mini-Hockey 3-Catch Basketball Raiders of the Ark 	<ul style="list-style-type: none"> Hockey Basketball Aerobic Games
PEL.2.3.7 Understand that aerobic exercise results in a faster cognitive response (e.g., estimation, steps and distance, multiplication)	Sample debrief question: <i>How does aerobic exercise help you in the classroom?</i>	<ul style="list-style-type: none"> Solo Aerobic Fitness Challenge Aerobic Capacity Circuit Aerobic Dance 	<ul style="list-style-type: none"> Fitness Challenges Fitness Circuits Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 3: Health-Related Fitness:			
Students shall understand how health-related fitness can improve individual health.			
PEL.3.3.1 Locate areas on the body where a pulse can be found (e.g., wrist, chest, neck)	Sample debrief question: <i>Point to 2 places on your body where you can find your pulse.</i>	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Aerobic Capacity Circuit • Aerobic Dance 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness
PEL.3.3.2 Maintain continuous aerobic activity for a specific time (e.g., jumping rope for 3 minutes)	Map Challenges Mileage Chart	<ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Walk/Jog Switcheroo 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Walk, Jog, Run Activities
PEL.3.3.3 Sustain aerobic activity for continuously longer periods of time while participating in chasing, fleeing, or traveling activities	Chasing and Fleeing Rubric	<ul style="list-style-type: none"> • Clothespin Tag • Tunnel Tag • Hospital Tag 	<ul style="list-style-type: none"> • Chasing and Fleeing • Chasing and Fleeing • Chasing and Fleeing
PEL.3.3.4 Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop cardio-respiratory endurance	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Aerobic Dance • Tag Team Challenge • Moving Around the Track 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog Run Activities • Map Challenges
PEL.3.3.5 Understand that the Body Mass	Sample debrief question:	<ul style="list-style-type: none"> • Body Composition 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Index (BMI) is a screening tool using height and weight measurement	<i>What is Body Mass Index and how is it measured?</i>	<ul style="list-style-type: none"> • Circuit • Body Composition BINGO • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits
PEL.3.3.6 Understand that calories determine the amount of energy the body can expend for various physical activities	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 • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
PEL.3.3.7 Perform a variety of flexibility exercises correctly	Fitness Challenges Performance Rubric	<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
PEL.3.3.8 Practice physical activities that make the muscles work harder (e.g., sit-ups, push-ups)	Fitness Challenges Performance Rubric	<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
PEL.3.3.9 Practice activities that make the muscles work continuously	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Muscular Strength and Endurance • Fitness in the Middle • Partner Muscular 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Strength and Endurance	
<p>PEL.3.3.10 Participate in a nationally recognized health-fitness assessment:</p> <ul style="list-style-type: none"> • cardio-respiratory endurance • body composition • muscular strength and endurance • flexibility 	<p>Personal Best Day: My Personal Best Progress and Goals Card</p>	<ul style="list-style-type: none"> • Personal Best Day • Mixed Fitness Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 4: Lifetime Activities and Recreation: Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.			
PEL.4.3.1 Participate in class discussion about health- related fitness activities as they relate to cardio-respiratory endurance	Sample debrief question: <i>What are some of your favorite activities that improve aerobic capacity?</i>	<ul style="list-style-type: none"> • Aerobic Dance • Bench Step Basics • Sport Moves Aerobics 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
PEL.4.3.2 Practice a variety of sports and recreational/leisure activities	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Wallball • Bench Step Basics • Introduction to Badminton 	<ul style="list-style-type: none"> • Recess Activities • Group Fitness • Racquets and Paddles

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.			
PEL.5.3.1 Express personal feelings on progress made while learning a new skill	Sample debrief question: <i>How did you feel as you became better at a new skill?</i>	<ul style="list-style-type: none"> • Group Trick Circuit • Stunts and Tumbling Circuit • Intro to Serve 	<ul style="list-style-type: none"> • Movement Bands • Stunts and Tumbling • Volleyball
PEL.5.3.2 Demonstrate behaviors that communicate care, consideration, and respect of self and others	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Parachute Play (Small Group) 	<ul style="list-style-type: none"> • Cooperative Games • Cooperative Games • Cooperative Games
PEL.5.3.3 Demonstrate collaboration with others to accomplish a goal (e.g., problem-solving activities, community projects)	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Survivor Challenge • Roll the Dice • Soccer Group Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Soccer

SPARK Alignment with Arkansas Physical Education Standards
Grade 3-6 (2007 Version)
4th Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 1: Motor Skills and Movement Patterns Students shall demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.			
PEL.1.4.1 Perform simple rhythmical sequences in time to music (e.g., grapevine, schottische, step-together-step)	Dance Performance Rubric	<ul style="list-style-type: none"> • 5-6-7-8 • California Strut • Jekyll Island Stomp 	<ul style="list-style-type: none"> • Dance • Dance • Dance
PEL.1.4.2 Throw an object over-hand/underhand with increased velocity and accuracy	Softball Performance Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Under Pressure • Grid Passing 	<ul style="list-style-type: none"> • Softball • Football • Football
PEL.1.4.3 Catch an object thrown with increased velocity or catch an object while moving	Softball Performance Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Under Pressure • Grid Passing 	<ul style="list-style-type: none"> • Softball • Football • Football
PEL.1.4.4 Dribble around moving obstacles using both hands while moving at a greater speed	Basketball Skills Performance Rubric	<ul style="list-style-type: none"> • Dribbling Drills • 9 Grid Basketball • Mini-Basketball 	<ul style="list-style-type: none"> • Basketball • Basketball • Basketball
PEL.1.4.5 Strike a ball with increased velocity	Racquets and Paddles Skills Performance	<ul style="list-style-type: none"> • Batting Practice • Stroke and Catch 	<ul style="list-style-type: none"> • Softball • Racquets and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and accuracy	Rubric	<ul style="list-style-type: none"> • Paddle 2-Square 	Paddles <ul style="list-style-type: none"> • Racquets and Paddles
PEL.1.4.6 Demonstrate a mature pattern of volleying during a game situation	Volleyball Skills Performance Rubric	<ul style="list-style-type: none"> • Crossover • Cooperative Countdown • Mini-Volleyball 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Volleyball
PEL.1.4.7 Use feet to dribble with control and agility at a greater speed	Soccer Skills Performance Rubric	<ul style="list-style-type: none"> • Dribbling Partner Tag • Soccer Hoopla • Rainforest 	<ul style="list-style-type: none"> • Soccer • Soccer • Soccer
PEL.1.4.8 Use a variety of kicks with defenders and show increased velocity and accuracy	Soccer Skills Performance Rubric	<ul style="list-style-type: none"> • 3 Flies Up! • Soccer Golf • Punt, Pass & Pitch Golf 	<ul style="list-style-type: none"> • Recess Activities • Soccer • Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 2: Movement Concepts Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.			
PEL.2.4.1 Identify and perform movements using the musculoskeletal system	Sample debrief question: <i>Show me the correct body position for stretching your hamstrings</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
PEL.2.4.2 Demonstrate game strategies of chasing, fleeing, and evading	Chasing and Fleeing Rubric	<ul style="list-style-type: none"> • Clothespin Tag • Tunnel Tag • Hospital Tag 	<ul style="list-style-type: none"> • Chasing and Fleeing • Chasing and Fleeing • Chasing and Fleeing
PEL.2.4.3 Create and defend space, display readiness, and cover areas utilizing motor skills (e.g., tag games)	Sample debrief questions: <i>How can changing speed and direction allow you to move away from another person?</i> <i>How can you create more space between yourself and the person guarding you?</i>	<ul style="list-style-type: none"> • Defense! • Partner Tag • Offense/Defense 	<ul style="list-style-type: none"> • Hockey • Chasing and Fleeing • ASAP
PEL.2.4.4 Apply locomotor movements in a	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • 9 Grid Basketball • 4 Zone Football 	<ul style="list-style-type: none"> • Basketball • Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
variety of lead-up games (e.g., relays, tag games)		<ul style="list-style-type: none"> • 5-Player Kickball 	<ul style="list-style-type: none"> • Aerobic Games
PEL.2.4.5 Create simple rhythmical sequences in time to music	Create a Dance Rubric	<ul style="list-style-type: none"> • Create A Dance • Create A Routine • Aerobic Dance 	<ul style="list-style-type: none"> • Dance • Movement Bands • Group Fitness
PEL.2.4.6 Participate in modified games that utilize basic motor skills	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • 9 Grid Basketball • 4 Zone Football • 5-Player Kickball 	<ul style="list-style-type: none"> • Basketball • Football • Aerobic Games
PEL.2.4.7 Understand that cross-lateralization, or crossing the mid-line, integrates and energizes the brain to enhance learning (e.g., gravity force trajectory, spin as related to ball-handling skills)	Sample debrief question: <i>How does participation in activities that involve crossing the mid-line help you in the classroom?</i>	<ul style="list-style-type: none"> • Exercise Band Activities • Movement Band Circuit • Mambo #5 	<ul style="list-style-type: none"> • Group Fitness • Movement Bands • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 3: Health-Related Fitness: Students shall understand how health-related fitness can improve individual health.			
PEL.3.4.1 Locate carotid and radial arteries to calculate heart rate	Sample debrief question: <i>Point to 2 places on your body where you can find your pulse.</i>	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Aerobic Capacity Circuit • Aerobic Dance 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness
PEL.3.4.2 Demonstrate a procedure for monitoring heart rate (e.g., take pulse with fingers, heart rate monitors, pulse stick)	Sample debrief question: <i>What are some ways you can monitor your heart rate?</i>	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Aerobic Capacity Circuit • Aerobic Dance 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness
PEL.3.4.3 Maintain a moderate to vigorous intensity level in a variety of activity settings (e.g., jump rope, tag, dancing)	Walk/Jog/Run Performance Rubric	<ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Walk/Jog Switcheroo 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Walk, Jog, Run Activities
PEL.3.4.4 Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth	Sample debrief question: <i>What is Body Mass Index and how is it measured? How can you improve your BMI?</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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
PEL.3.4.5 Understand the meaning of body metabolism: <ul style="list-style-type: none"> • at rest • during activity 	Sample debrief question: <i>What is body metabolism and how does it change when you are resting vs. when you are active?</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
PEL.3.4.6 Recognize that body functions are unique and each person requires similar nutrients in different amounts	Debrief question: <i>Why do different people have different body weights even if they take in the same number of calories?</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
PEL.3.4.7 Recognize the benefits that proper flexibility has on the ability to perform various activities	Sample debrief question: <i>Why is it beneficial to improve flexibility?</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
PEL.3.4.8 Recognize that muscular strength building activities should be performed on alternating days for improvement	Sample debrief question: <i>How often should muscular strength activities be performed for maximum improvement?</i>	<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
PEL.3.4.9 Recognize that muscular endurance	Sample debrief question:	<ul style="list-style-type: none"> • Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activities should be performed on alternating days for improvement	<i>How often should muscular endurance activities be performed for maximum improvement?</i>	<ul style="list-style-type: none"> • Fitness in the Middle • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Challenges
PEL.3.4.10 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • cardio-respiratory endurance • body composition • muscular strength and endurance • flexibility 	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Personal Best Day • Mixed Fitness Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 4: Lifetime Activities and Recreation: Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.			
PEL.4.4.1 Categorize physical activities into health benefits (e.g., crabwalk improves strength, chasing and fleeing games improve cardio-respiratory)	Sample debrief question: <i>What are some activities that improve muscular strength? Aerobic capacity?</i>	<ul style="list-style-type: none"> • Aerobic Dance • Muscular Strength and Endurance • Fitness Grids 	<ul style="list-style-type: none"> • Group Fitness • Fitness Challenges • Fitness Circuits
PEL.4.4.2 Discuss opportunities for individual, dual, and team participation as it relates to lifetime fitness (e.g., bowling, tennis, soccer, softball, kickball)	Sample debrief question: <i>What are some activities that are available for fitness throughout your lifetime?</i>	<ul style="list-style-type: none"> • Wallball • Bench Step Basics • Introduction to Badminton 	<ul style="list-style-type: none"> • Recess Activities • Group Fitness • Racquets and Paddles
PEL.4.4.3 Understand that leisure activities can be a form of relaxation	Sample debrief question: <i>How can physical activities be used as a form of relaxation?</i>	<ul style="list-style-type: none"> • Aerobic Dance • Walk/Jog Switcheroo • Moving for Time 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog, Run Activities • Map Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.			
PEL.5.4.1 Identify responsible decisions according to the rules and boundaries associated with physical activities	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Mini-Hockey • Mini-Basketball • Mini-Soccer 	<ul style="list-style-type: none"> • Hockey • Basketball • Soccer
PEL.5.4.2 Exhibit responsible and respectful behavior in different social situations (e.g., being a “good” loser, being a “humble” winner)	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Soccer Group Challenge • Group Jump Rope Challenge • Survivor Challenge 	<ul style="list-style-type: none"> • Soccer • Jump Rope • Fitness Challenges
PEL.5.4.3 Exhibit teamwork skills in activity settings (e.g., team games, team-building activities, parachute)	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Cooperative Volleyball • Create A Dance • Group Trick Add-On 	<ul style="list-style-type: none"> • Volleyball • Dance • Movement Bands

SPARK Alignment with Arkansas Physical Education Standards
Grade 3-6 (2007 Version)
5th Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 2: Movement Concepts Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.			
PEL.2.5.1 Recognize how the muscular and skeletal systems interact during movement activities	Sample debrief question: <i>Show me the correct body position for stretching your hamstrings</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
PEL.2.5.2 Demonstrate spatial awareness in lead-up game situations (e.g., area coverage in a variety of games such as a 3-on-3 basketball)	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Keep Away (2 on 1) • Counting Catches • Raiders of the Ark 	<ul style="list-style-type: none"> • Aerobic Games • Aerobic Games • Aerobic Games
PEL.2.5.3 Use sequences that include rolling, balance, and weight transfer (e.g., cycling, skateboarding, tumbling, stretching, simple plyometrics)	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Learning the Stunts • Stunts and Tumbling Circuit • Create A Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
PEL.2.5.4 Perform simple dances in time to	Dance Performance Rubric	<ul style="list-style-type: none"> • Rocky Top • Whomp It Up 	<ul style="list-style-type: none"> • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
music (e.g., square dance, line dance, “cha-cha slide”, dance video game)		<ul style="list-style-type: none"> • Hot Time 	<ul style="list-style-type: none"> • Dance
Demonstrate mature motor skills in lead-up game situations: <ul style="list-style-type: none"> • throwing • catching • dribbling (hands) • striking • volleying • dribbling (feet) • kicking 	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Mini-Soccer • Quidditch • Mini-Hockey • Mini-Volleyball • 5-Person Hit and Run Softball • Grid Passing 	<ul style="list-style-type: none"> • Soccer • Aerobic Games • Hockey • Volleyball • Softball • Basketball
PEL.2.5.6 Recognize appropriate rules and strategies to improve performance in various physical activities (e.g., individual, dual, team, recreation)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Paddle 2-Square • Frisbee Golf • Raiders of the Ark 	<ul style="list-style-type: none"> • Racquets and Paddles • Flying Disc • Aerobic Games
PEL.2.5.7 Integrate academic content into physical activities (e.g., science, math, social studies, literacy)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Quidditch • Counting Catches 	<ul style="list-style-type: none"> • Aerobic Games • Aerobic Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 3: Health-Related Fitness: Students shall understand how health-related fitness can improve individual health.			
PEL.3.5.1 Understand that heart rate is directly proportional to the intensity of activity	Sample debrief question: <i>How hard did you work during the activity based on the scale of perceived exertion?</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
PEL.3.5.2 Understand the FITT principle as it relates to cardio-respiratory endurance: <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type 	Sample debrief question: <i>Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?</i>	<ul style="list-style-type: none"> • Aerobic Dance • Pick A Card Circuit • Survivor Challenge 	<ul style="list-style-type: none"> • Group Fitness • Fitness Circuits • Fitness Challenges
PEL.3.5.3 Identify factors contributing to body composition (e.g., heredity, caloric intake, caloric expenditure, life patterns, environment)	Sample debrief question: <i>What factors contribute to body composition?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Fitness Grids 	
PEL.3.5.4 Recognize the correlation between the stretch and the muscle group involved (e.g., toe-touch stretches - hamstrings and gluteus)	Sample debrief question: <i>Show me the correct body position for stretching your hamstrings</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
PEL.3.5.5 Understand the interaction between muscular strength and muscular endurance.	Sample debrief question: <i>What is the difference between muscular strength and muscular endurance? How are they similar?</i>	<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
PEL.3.5.6 Participate in high-intensity and low-intensity exercises	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Aerobic Dance • Walk/Jog Switcheroo • Moving for Time 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog, Run Activities • Map Challenges
Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • cardio-respiratory endurance • body composition • muscular strength and endurance • flexibility 	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Personal Best Day • Mixed Fitness Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 4: Lifetime Activities and Recreation: Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.			
PEL.4.5.1 Recognize the physical, mental, and emotional benefits of participating in lifetime activities (e.g., relaxation, stress relief, heart health)	Sample debrief question: <i>What are some benefits of participating in fitness activities throughout your lifetime?</i>	<ul style="list-style-type: none"> • Wallball • Bench Step Basics • Introduction to Badminton 	<ul style="list-style-type: none"> • Recess Activities • Group Fitness • Racquets and Paddles
PEL.4.5.2 Compare the benefits of competitive sports and lifetime activities	Sample debrief question: <i>What are the benefits of competitive sports and lifetime fitness activities? How do they differ?</i>	<ul style="list-style-type: none"> • Aerobic Dance • Walk/Jog Switcheroo • Moving for Time 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog, Run Activities • Map Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.			
PEL 5.5.1 Understand proper attitudes toward winning and losing in a physical activity setting (e.g., maintain self-control, demonstrate sportsmanship, walk away from an altercation)	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Mini-Hockey • Mini-Basketball • Mini-Soccer 	<ul style="list-style-type: none"> • Hockey • Basketball • Soccer
PEL.5.5.2 Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, refrain from bullying, encourage classmates)	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Cooperative Volleyball • Survivor Challenge • Group Trick Add-On 	<ul style="list-style-type: none"> • Volleyball • Fitness Challenges • Movement Bands

**SPARK Alignment with Arkansas Physical Education Standards
(MS Version 2011)
6th Grade**

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 2: Movement Concepts Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.			
PEL.2.6.1 Refine basic musculoskeletal techniques necessary to participate in selected movement forms	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Basic Exercise Techniques • Introduction to Yoga • Introduction to Pilates • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
PEL.2.6.2 Apply spatial awareness while performing two or more elements of individual, dual, and team activities (e.g., appropriate spacing during activities such as flag football, soccer)	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Receiver Patterns • Durango Boot • Collect 'Em All 	<ul style="list-style-type: none"> • Football • Flying Disc • Soccer
PEL.2.6.3 Practice and refine the sequences of rolling, balance, and weight	Stunts and Tumbling Teacher Rubric	<ul style="list-style-type: none"> • Creating Combinations • Stunts and 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
transfer demonstrating smooth transition (e.g., aerobic dance, dance video game, plyometrics)		Tumbling Buffet <ul style="list-style-type: none"> • Create a Routine 	Tumbling <ul style="list-style-type: none"> • Stunts and Tumbling
PEL.2.6.4 Perform a variety of dances (e.g., simple folk dance, square dance, line dance, waltz, dance video game)	Dance: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Rev up the Bomba Poco Loco • Electric Slide (Cardio Kickboxing Style) • The Norwegian Polka Jigsaw 	<ul style="list-style-type: none"> • Dance • Dance • Dance
PEL.2.6.5 Utilize learned motor skills to perform the following: <ul style="list-style-type: none"> • individual activities • dual activities • team activities • recreational activities 	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Disc Golf • Target Golf • Extreme Rally • Volley Tennis 	<ul style="list-style-type: none"> • Flying Disc • Golf • Racquets and Paddles • Volleyball
PEL.2.6.6 Apply appropriate rules and strategies to improve performance in various physical activities (e.g., individual, dual, team, recreation)	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Disc Golf • Target Golf • Extreme Rally • Volley Tennis 	<ul style="list-style-type: none"> • Flying Disc • Golf • Racquets and Paddles • Volleyball
PEL.2.6.7 Integrate academic content into physical activities (e.g., converting measurements, laps into miles)	Sample science debrief question: <i>How do body rotation, opposition, weight transfer and follow-through affect a</i>	<ul style="list-style-type: none"> • Passing and Receiving • Shot Put • Distance and Accuracy 	<ul style="list-style-type: none"> • Football • Track • Flying Disc

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>thrown ball?</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 3: Health-Related Fitness:			
Students shall understand how health-related fitness can improve individual health.			
PEL.3.6.1 Calculate the intensity of exercise (e.g., heart rate, breathing, perceived exertion, recovery rate)	<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 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
PEL.3.6.2 Apply safe practices of the FITT principle as it relates to cardio-respiratory endurance: <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type 	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Daytona 2000 • Create a Routine (Aerobic Capacity) 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
PEL.3.6.3 Understand the relationship between caloric intake and caloric expenditure as it relates to levels of fitness	Sample debrief question: <i>Why are carbohydrates important when you</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>are working at a high intensity? Why are proteins important for endurance activities?</i>	<ul style="list-style-type: none"> • Nutrition Team Challenge • Fruit Smoothie 	
PEL.3.6.4 Participate in exercises that can successfully increase flexibility (e.g., yoga, stretching)	Fitness: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Introduction to Yoga • Introduction to Pilates • Combining Aerobic Capacity and Flexibility 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness
PEL.3.6.5 Participate in a variety of muscle building activities	Fitness: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Fitness in the Middle 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
PEL.3.6.6 Evaluate benefits that result from muscular endurance	Fitness: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Fitness in the Middle 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>PEL.3.6.7 Participate in a nationally recognized health-fitness assessment:</p> <ul style="list-style-type: none">• cardio-respiratory endurance• body composition• muscular strength and endurance• flexibility		Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 4: Lifetime Activities and Recreation: Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.			
PEL.4.6.1 Participate in a variety of lifetime activities (e.g., bowling, canoeing, fishing, archery, shuffleboard, swimming)	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Introduction to Yoga • Introduction to Pilates • Disc Golf • Target Golf 	<ul style="list-style-type: none"> • Fitness • Fitness • Flying Disc • Golf
PEL.4.6.2 Explore recreational activities in the community that meet the needs of various skill levels and interests	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Introduction to Yoga • Introduction to Pilates • Disc Golf • Target Golf 	<ul style="list-style-type: none"> • Fitness • Fitness • Flying Disc • Golf

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.			
PEL.5.6.1 Understand the physical and environmental dangers associated with decisions made during different physical activities (e.g., standing too close to the batter, terrain awareness)	Sample debrief question: <i>Name some situations that would make an activity unsafe.</i>	<ul style="list-style-type: none"> • Advanced Progressions • Partner Stunts • Stability Ball and Medicine Ball 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Fitness
PEL.5.6.2 Participate with students of diverse multicultural backgrounds (e.g., partner with others, peer coaching, refrain from put-downs)	World Games: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Sepak Takraw • Modified Cricket • Modified Team Handball 	<ul style="list-style-type: none"> • World Games • World Games • World Games

**SPARK Alignment with Arkansas Physical Education Standards
(MS Version 2011)
7th Grade**

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 2: Movement Concepts Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.			
PEL.2.7.1 Execute more advanced musculoskeletal techniques of movement necessary to perform a variety of activities	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Basic Exercise Techniques • Introduction to Yoga • Introduction to Pilates • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
PEL.2.7.2 Examine spatial awareness while performing a variety of physical activities (e.g., scooters, soccer, speedball, volleyball)	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Receiver Patterns • Durango Boot • Collect 'Em All 	<ul style="list-style-type: none"> • Football • Flying Disc • Soccer
PEL.2.7.3 Practice and refine the sequences of rolling, balance, and weight transfer demonstrating smooth transition	Stunts and Tumbling Teacher Rubric	<ul style="list-style-type: none"> • Creating Combinations • Stunts and Tumbling Buffet • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>PEL.2.7.4 Select alternative steps for established dance routines (e.g., “chicken dance”, “hand jive”, “cotton-eyed Joe”, “electric slide”, “cha-cha slide”, line dance)</p>	<p>Dance:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Rev up the Electric Slide (Student Version) • Rev up the Bomba Poco Loco • Create Your Own Merengue Move 	<p>Tumbling</p> <ul style="list-style-type: none"> • Dance • Dance • Dance
<p>PEL.2.7.5 Exhibit appropriate rules and strategies for competition in individual, dual, team, and recreational sports and activities</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Disc Golf • Target Golf • Extreme Rally • Volley Tennis 	<ul style="list-style-type: none"> • Flying Disc • Golf • Racquets and Paddles • Volleyball
<p>PEL.2.7.6 Integrate academic content into physical activities (e.g., creating a hypothesis, persuasive writing)</p>	<p>Sample science debrief question: <i>How do body rotation, opposition, weight transfer and follow-through affect a thrown ball?</i></p>	<ul style="list-style-type: none"> • Passing and Receiving • Shot Put • Distance and Accuracy 	<ul style="list-style-type: none"> • Football • Track • Flying Disc

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 3: Health-Related Fitness: Students shall understand how health-related fitness can improve individual health.			
PEL.3.7.1 Participate in individual cardio-respiratory endurance activity (e.g., mile walk, mile run, pacer test, cycling, hiking)	Heart Rate Monitor Log	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Rev up the Bomba Poco Loco • Heart Rate Highway 	<ul style="list-style-type: none"> • Fitness • Dance • Fitness
PEL.3.7.2 Develop and follow a personal fitness plan that integrates the FITT principle: <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type 	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
PEL.3.7.3 Develop and use physical activities to improve body composition (e.g., walking, jogging, swimming, cycling)	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Combining Aerobic Capacity and Flexibility • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness • Fitness
PEL.3.7.4 Develop flexibility to decrease incidents of injury	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check 	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check 	<ul style="list-style-type: none"> • Range of Motion Circuit • Balancing Strength

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Teacher Rubric	<ul style="list-style-type: none"> • Teacher Rubric 	and Flexibility Circuit <ul style="list-style-type: none"> • Introduction to Yoga • Introduction to Pilates • Combining Aerobic Capacity and Flexibility
PEL.3.7.5 Explore a variety of muscle building activities	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness •
PEL.3.7.6 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • cardio-respiratory endurance • body composition • muscular strength and endurance • flexibility 	Personally Fit SPARKfit (SPARKfamily.org)		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 4: Lifetime Activities and Recreation: Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.			
PEL.4.7.1 Compare and contrast individual choice of activity and how it may change throughout life		Personally Fit SPARKfit (SPARKfamily.org)	
PEL.4.7.2 Discuss the way environment influences recreational and career choices (e.g., parks, trails, health clubs, country clubs, lakes)		Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.			
PEL.5.7.1 Accept and respect the decisions made by game officials and other authority figures (e.g., official calls are accepted as final, no verbal or non-verbal contesting)	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric Coulda, Shoulda, Woulda (Cooperatives)	<ul style="list-style-type: none"> • 3-on-3 Basketball • Event: Softball World Championships • Event: WFDF World overall Flying Disc Championship 	<ul style="list-style-type: none"> • Basketball • Softball • Flying Disc
PEL.5.7.2 Analyze the role of physical activity in understanding individual differences (e.g., gender, ethnicity, size, disabilities)	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric Coulda, Shoulda, Woulda (Cooperatives)	<ul style="list-style-type: none"> • Sepak Takraw • Modified Cricket • Modified Team Handball 	<ul style="list-style-type: none"> • World Games • World Games • World Games

**SPARK Alignment with Arkansas Physical Education Standards
(MS Version 2011)
8th Grade**

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 2: Movement Concepts Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.			
PEL.2.8.1 Evaluate advanced musculoskeletal techniques of movement in a variety of activities	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Basic Exercise Techniques • Introduction to Yoga • Introduction to Pilates • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
PEL.2.8.2 Assess position with relationship to participants and boundaries in a variety of activities (e.g., front line in volleyball, service line in tennis)	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Receiver Patterns • Durango Boot • Collect 'Em All 	<ul style="list-style-type: none"> • Football • Flying Disc • Soccer
PEL.2.8.3 Refine the sequences of rolling, balance, and weight transfer demonstrating smooth transition	Stunts and Tumbling Teacher Rubric	<ul style="list-style-type: none"> • Creating Combinations • Stunts and Tumbling Buffet • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			Tumbling
PEL.2.8.4 Create and perform a dance routine	Dance: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Create a Hip Hop Routine • Create Your Own Swing Moves • Create Your Own Merengue Move 	<ul style="list-style-type: none"> • Dance • Dance • Dance
PEL.2.8.5 Evaluate the benefits of individual, dual, team, and recreational sports and activities to create participation opportunities (e.g., journal)	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Disc Golf • Target Golf • Extreme Rally • Volley Tennis 	<ul style="list-style-type: none"> • Flying Disc • Golf • Racquets and Paddles • Volleyball
PEL.2.8.6 Integrate academic content into physical activities (e.g., geocaching, reading maps)	Sample science debrief question: <i>How do body rotation, opposition, weight transfer and follow-through affect a thrown ball?</i>	<ul style="list-style-type: none"> • Passing and Receiving • Shot Put • Distance and Accuracy 	<ul style="list-style-type: none"> • Football • Track • Flying Disc

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 3: Health-Related Fitness: Students shall understand how health-related fitness can improve individual health.			
PEL.3.8.1 Evaluate the benefits resulting from participation in a cardio- respiratory endurance activity	Heart Rate Monitor Log	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Rev up the Bomba Poco Loco • Heart Rate Highway 	<ul style="list-style-type: none"> • Fitness • Dance • Fitness
PEL.3.8.2 Apply the five principles of training using the FITT guidelines to develop a personal fitness plan to improve cardio-respiratory endurance: <ul style="list-style-type: none"> • overload • progression • specificity • regularity • individuality 	Sample debrief question: <i>How would you describe the principle of overload to improve your muscular strength?</i>	Personally Fit SPARKfit (SPARKfamily.org)	
PEL.3.8.3 Choose personal goals that affect body composition in nutrition and exercise	Personally Fit SPARKfit (SPARKfamily.org)	<ul style="list-style-type: none"> • Combining Aerobic Capacity and Flexibility • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
PEL.3.8.4 Develop flexibility to improve performance (e.g., proprioceptive neuromuscular facilitation (PNF), dynamic stretching, static stretching)	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check Teacher Rubric	<ul style="list-style-type: none"> • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Introduction to Yoga • Introduction to Pilates • Combining Aerobic Capacity and Flexibility 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness
PEL.3.8.5 Recognize the benefits that result from regular muscle building activities	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
PEL.3.8.6 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • cardio-respiratory endurance • body composition • muscular strength and endurance • flexibility 	Personally Fit SPARKfit (SPARKfamily.org)		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 4: Lifetime Activities and Recreation: Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.			
PEL.4.8.1 Select a variety of lifetime activities that encompass all the components of health-related fitness		Personally Fit SPARKfit (SPARKfamily.org)	
PEL.4.8.2 Investigate career opportunities available in the field of sports, recreation, and leisure		Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Strand 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.			
PEL.5.8.1 Develop an understanding and respect for the decisions made by classmates, game officials, and other authority figures (e.g., officiate a game, lead a team, captain a team)	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric Coulda, Shoulda, Woulda (Cooperatives)	<ul style="list-style-type: none"> • 3-on-3 Basketball • Event: Softball World Championships • Event: WFDF World overall Flying Disc Championship 	<ul style="list-style-type: none"> • Basketball • Softball • Flying Disc
PEL.5.8.2 Develop individual leadership skills in a variety of physical activities (e.g., rotating team leaders, officiating)	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric Coulda, Shoulda, Woulda (Cooperatives)	<ul style="list-style-type: none"> • Final Cooperative Adventure Race • Cross the Great Divide • Radioactive River • Karrimor International Mountain Marathon 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • Cooperatives

SPARK Alignment with Arkansas Physical Education Standards Grades 9-12 (HS Version 2012)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Concepts Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.			
MC.1.P EL.1 Critique movement in a variety of activities by utilizing technology (e.g., videos, digital cameras, stop watches, heart monitors, <i>pedometers</i> , computer programs)	<ul style="list-style-type: none"> • Heart Rate Monitor Logs • Pedometer Logs 	<ul style="list-style-type: none"> • Walk and Talk Fun-day-mentals Jigsaw • Aerobics Basic Training • HIIT Basic Training 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness
MC.1.PEL.2 Identify and apply proper concepts associated with participation in a variety of activities (e.g., weightlifting, stretching, running, breathing, warm-ups)	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • iHIIT (High Intensity Interval Training) • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Strength Training •
MC.1.PEL.3 Participate in a variety of activities that promote fitness (e.g., traditional activities, adventure)	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • iCardio Kickboxing • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activities, competitive activities, recreational activities).		<ul style="list-style-type: none"> • Walk-Jog-Run 	
<p>MC.1.PEL.4 Examine a variety of fitness and adventure activities to perform complex skills (e.g., dance, team and individual sports, aerobics, strength training, casting a fishing rod, canoeing, hiking, cycling).</p>	<p>Personally Fit Activity Challenge: In the Mood to Move</p>	<ul style="list-style-type: none"> • Yoga Basic Training • Event: Dance Olympics • D-Fence (5-on-5 Royal Field) • Win the Point (Singles Royal Court) • Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> • Group Fitness • Dance • Football • Badminton • Strength Training
<p>MC.1.PEL.5 Differentiate between anaerobic and aerobic activities for improvement in endurance.</p>	<p>Group Fitness, Wellness Walking:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Aerobics Basic Training • Cardio Kickboxing Basic Training • Walk-Jog-Run 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Wellness Walking
<p>MC.1.PEL.6 Differentiate between isotonic and isometric activities for improvement in strength and flexibility.</p>	<p>Strength Training:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance 	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • Create Your Own ST Program • Strength Training 	<ul style="list-style-type: none"> • Strength Training • Strength Training • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Rubric	Adventure Race	
MC.1.PEL.7 Differentiate between the components of the FITT formula: <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type 	HIIT Basic Training Think About...	<ul style="list-style-type: none"> • HIIT Basic Training • Cardio Kickboxing Basic Training • Aerobics Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
MC.1.PEL.8 Evaluate the three basic principles of exercise as it relates to personal fitness: <ul style="list-style-type: none"> • Overload • Progression • Specificity 	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Health-Related Fitness Students shall participate in fitness activities that will promote and improve individual health.			
<p>HRF.2.PEL.1 Participate in a nationally recognized fitness assessment at various times throughout the year to determine the initial level of fitness and to determine individual progress (e.g., President's Challenge, other nationally recognized health-related fitness tests):</p> <ul style="list-style-type: none"> • Cardio-respiratory (e.g., mile run, step test, recovery rate, pacer) • Muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength) • Muscular endurance (e.g., curl-ups, push-ups, step-ups, grip endurance) • Flexibility (e.g., V-sit, sit and reach, shoulder stretch, trunk lift, body rotation) 	<p>Personal Best Assessment</p>	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Wellness Walking Personal Best • Fitness Personal Best Assessment 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<ul style="list-style-type: none"> Body composition (e.g., BMI, body fat percentage, waist-hip ratio, skin fold) 			
<p>HRF.2.PEL.2 Create a personal fitness plan based on a variety of physical activities, fitness profiles, nutritional guidelines, and fitness principles.</p>	<p>Personal Fitness Program Development</p>	<p>Personally Fit SPARKfit (SPARKfamily.org)</p>	
<p>HRF.2.PEL.3 Participate in a variety of appropriate activities in each area of fitness by incorporating the FITT formula and the three basic principles of exercising:</p> <ul style="list-style-type: none"> Cardio-respiratory (e.g., target heart rate formula, bicycling, canoeing, dancing, jogging, hiking, running, swimming, walking) Muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength, weight training) Muscular endurance (e.g., curl-ups, push-ups, step-ups, weight training) Flexibility (e.g., stretching, rotating, yoga, aerobics, 	<p>Personally Fit Activity Challenge: In the Mood to Move</p>	<ul style="list-style-type: none"> Aerobics Basic Training Cardio Kickboxing Basic Training Walk-Jog-Run iHIIT (High Intensity Interval Training) Basic Training: FUNctional Fitness Jigsaw iYoga 	<ul style="list-style-type: none"> Group Fitness Group Fitness Wellness Walking Group Fitness Strength Training Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Pilates) <ul style="list-style-type: none"> • Body composition (e.g., balanced nutrition and physical activity) 			
HRF.2.PEL.4 Explore a variety of stress-relief strategies (e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Yoga Basic Training • iYoga 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Lifetime Activities and Recreation Students shall understand the importance of health benefits from participating in lifetime recreational activities.			
<p>LAR.3.PEL.1</p> <p>Engage in a variety of activities that promote improvement in each skill-related component of fitness:</p> <ul style="list-style-type: none"> • Agility • Balance • Coordination • Power • Reaction time • Speed 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • iHIIT (High Intensity Interval Training) • Run the Wickets! 	<ul style="list-style-type: none"> • Group Fitness • World Games: Cricket
<p>LAR.3.PEL.2</p> <p>Discuss the benefits of participating in regular physical activity to reduce chronic disease risks:</p> <ul style="list-style-type: none"> • Reduce blood lipids • Lower blood pressure • Appropriate weight loss • Reduce stress • Lessen colon cancer risk • Lessen risk for diabetes 	<p>HIIT Basic Training</p> <p>Think About...</p>	<ul style="list-style-type: none"> • HIIT Basic Training • Cardio Kickboxing Basic Training • Aerobics Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness •
<p>LAR.3.PEL.3</p> <p>Examine the benefits of lifetime</p>	<p>Create Your Own Strength Training</p>	<ul style="list-style-type: none"> • Event: Strength in Numbers 	<ul style="list-style-type: none"> • Strength Training • Cooperatives:

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
participation in traditional, adventure, or leisure activities: <ul style="list-style-type: none"> • Stress management • Maintain muscle mass • Maintain cardio-respiratory fitness • Maintain body weight • Promote social interaction 	Program Think About...	<ul style="list-style-type: none"> • Score More! • Walk-Jog-Run 	Orienteering <ul style="list-style-type: none"> • Wellness Walking
LAR.3.PEL.4 Research fitness and/or recreational opportunities available locally, statewide, or nationally (e.g., trails, wilderness areas, rivers, lakes, fitness clubs, community fitness organizations)	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
LAR.3.PEL.5 Evaluate personal health and fitness as it relates to: <ul style="list-style-type: none"> • Leisure time • Employment • Daily activities • Economic impact 	Fitness Personal Best Think About...	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking
LAR.3.PEL.6 Monitor personal fitness to include potential lifetime activities that promote health-related fitness, relieve tension, and maintain a healthy weight in both school and non-school settings	HIIT Basic Training Think About...	<ul style="list-style-type: none"> • HIIT Basic Training • Cardio Kickboxing Basic Training • Aerobics Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness •

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Personal and Social Behavior Students shall demonstrate responsible personal and social behavior which displays respect for self and others in physical activity settings.			
PSB.4.PEL.2 Apply appropriate safe behaviors when participating in all physical activities (e.g., care of equipment, wear helmet, wear mouth piece, wear life vest, hunter and boating safety)	Strength Training: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • Create Your Own ST Program • Spinning: Bike Set Up (online unit) 	<ul style="list-style-type: none"> • Strength Training • Strength Training • Group Fitness (online unit)
PSB.4.PEL.3 Examine the potential dangers of anabolic steroids and performance-enhancing supplements (e.g., mood swings, liver damage, sterility, legalities)	<i>Use of anabolic steroids/performance enhancing supplements not specifically addressed in SPARK curriculum</i>		
PSB.4.PEL.4 Discuss and model positive social behaviors associated with physical activity (e.g., peer interaction, team work, sportsmanship, avoid bullying)	Specific Unit: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Game Day 101 • Adventure Race 101 • SPARK Event 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>PSB.4.PEL.5 Recognize the impact of peer pressure on physical activity, participation, and performance</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Game Day 101 • Adventure Race 101 • SPARK Event 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101