

SPARK Alignment with Canada Physical Education Standards 3-6 (Version 2007)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>GENERAL OUTCOME A: Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.</p> <p>Basic Skills—Locomotor: e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water</p> <p>Basic Skills—Nonlocomotor: e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging</p> <p>Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining; e.g., dribbling, carrying, bouncing, trapping; sending; e.g., throwing, kicking, striking</p>			
<p>A3-1: Respond to a variety of stimuli to create locomotor sequences</p> <p>A4-1: Select, perform and refine simple locomotor sequences</p> <p>A5-1: Select, perform and refine more challenging locomotor</p>	<p>Create a Dance Rubric</p>	<ul style="list-style-type: none"> • Create a Dance • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Dance • Stunts and Tumbling • Stunts and Tumbling

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sequences A6-1: Select, perform and refine challenging locomotor sequences			
A4-2: Consistently and confidently perform locomotor skills and combination of skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance A5-2: Consistently and confidently perform locomotor skills and combination of skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance A6-2: Consistently and confidently perform locomotor skills and combination of skills by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance	Jump Rope Self-Check	<ul style="list-style-type: none"> • Create a Routine • Jump Rope Add-On • Create a Routine 	<ul style="list-style-type: none"> • Group Fitness • Jump Rope • Movement Bands

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<p>A3-3: Respond to a variety of stimuli to create nonlocomotor sequences</p> <p>A4-3: Select, perform and refine simple nonlocomotor sequences</p> <p>A5-3: Select, perform and refine more challenging nonlocomotor sequences</p> <p>A6-3: Select, perform and refine challenging nonlocomotor sequences</p>	<p>Create A Routine Rubric (Stunts and Tumbling)</p>	<ul style="list-style-type: none"> • Moving Multiples • Sentence Detectives • Create a Routine 	<ul style="list-style-type: none"> • Limited Space • Limited Space • Stunts and Tumbling
<p>A4-4: Consistently and confidently perform nonlocomotor skills and combination of skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance</p> <p>A5-4: Consistently and confidently perform nonlocomotor skills and combination of skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve</p>	<p>Create A Routine Rubric (Stunts and Tumbling)</p>	<ul style="list-style-type: none"> • Moving Multiples • Sentence Detectives • Create a Routine 	<ul style="list-style-type: none"> • Limited Space • Limited Space • Stunts and Tumbling

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personal performance A6-4: Consistently and confidently perform nonlocomotor skills and combination of skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance			
A3-5 Demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others while using a variety of pathways A4-5: Select, perform and refine ways to receive, retain and send an object with control A5-5: Select, perform and refine ways to receive, retain and send an object with control A6-5: Demonstrate ways to receive, retain and send an object with accuracy	Softball Learning Log	<ul style="list-style-type: none"> • Cooperative Countdown • Corner to Corner Pass and Go • Whack-O 	<ul style="list-style-type: none"> • Volleyball • Hockey • Softball
A4-6: Consistently and confidently	Flying Disc Learning	<ul style="list-style-type: none"> • Triangle Fielding 	<ul style="list-style-type: none"> • Softball

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<p>perform manipulative skills and combination of skills by using elements of body and space awareness, effort and relationship</p> <p>A5-6: Consistently and confidently perform manipulative skills and combination of skills by using elements of body and space awareness, effort and relationship</p> <p>A6-6: Consistently and confidently perform manipulative skills and combination of skills by using elements of body and space awareness, effort and relationship</p>	Log	<ul style="list-style-type: none"> • Grid Passing • Air It Out 	<ul style="list-style-type: none"> • Flying Disc • Football
<p>A3-7: Select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing</p> <p>A4-7: Select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming</p> <p>A5-7: Select, perform and refine</p>	Create a Routine (Group Fitness)	<ul style="list-style-type: none"> • Bench Step Basics • Medicine Ball Madness • Stability Ball Fun 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness

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<p>more challenging basic skills in a variety of environments and using various equipment; e.g., cross country skiing, orienteering</p> <p>A6-7: Select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking</p>			
<p>A3-8: Select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others</p> <p>A4-8: Select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others</p> <p>A5-8: Demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others</p> <p>A6-8: Demonstrate and refine a variety of dances; e.g., creative, folk, line, sequence and novelty,</p>	<p>Create a Dance Rubric</p>	<ul style="list-style-type: none"> • 5, 6, 7, 8 • Alunelul • Hot Time 	<ul style="list-style-type: none"> • Dance • Dance • Dance

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alone and with others			
<p>A3-9: Select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others</p> <p>A4-9: Demonstrate a creative process to develop dance sequences alone and with others</p> <p>A5-9: Demonstrate a creative process to develop dance sequences alone and with others; and demonstrate movement sequences in response to a variety of musical, verbal, and visual stimuli</p> <p>A6-9: Demonstrate a creative process to develop dance sequences alone and with others; and demonstrate movement sequences in response to a variety of musical, verbal, and visual stimuli</p>	Create a Dance 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 • Group Fitness
A3-10: Perform and play lead-up	Aerobic Games	<ul style="list-style-type: none"> • 3-Catch Game 	<ul style="list-style-type: none"> • Aerobic Games

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<p>games and demonstrate elements of space awareness, effort and relationship</p> <p>A4-10: Demonstrate critical thinking and problem-solving skills to modify games and achieve activity outcomes</p> <p>A5-10: Apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone</p> <p>A6-10: Demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone</p>	Performance Rubric	<ul style="list-style-type: none"> • Catch the Dragon's Tail • Create a Game 	<ul style="list-style-type: none"> • Chasing and Fleeing • Softball
<p>A3-11: Demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games</p> <p>A4-11: Demonstrate strategies and tactics that coordinate effort with</p>	Cooperative All-Star Self-Check	<ul style="list-style-type: none"> • Cooperative Countdown • Air Assault • Hockey Hoopla 	<ul style="list-style-type: none"> • Volleyball • Football • Hockey

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<p>others; e.g., team, in order to achieve a common activity goal in lead-up games</p> <p>A5-11: Demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games</p> <p>A6-11: Demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games</p>			
<p>A3-12: Select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence</p> <p>A4-12: Select, perform and refine the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a</p>	<p>Create A Routine Rubric (Stunts and Tumbling)</p>	<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

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<p>sequence</p> <p>A5-12: Apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics</p> <p>A6-12: Select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics</p>			
<p>A3-13: Manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling</p> <p>A4-13: Select, perform and refine basic skills in individual activities; e.g., cross country running</p>	<p>Aerobic Games Performance Rubric</p>	<ul style="list-style-type: none"> • Group Juggling • Counting Catches • Track and Field 	<ul style="list-style-type: none"> • Cooperatives • Aerobic Games • Aerobic Games

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<p>A5-13: Select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack</p> <p>A6-13: Demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics.</p>			

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<p>General Outcome B: Students will understand, experience and appreciate the health benefits that result from physical activity.</p> <p>Functional Fitness, Body Image, Well-Being</p>			
<p>B3-1: Describe the concept of energy required for muscles B4-1: Identify the nutritional needs related to physical activity B5-1: Explain the relationship between nutritional habits and physical activity B6-1: Explain the relationship between nutritional habits and performance in physical activity</p>	<p>Fitness Circuits Think About...</p>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Partner Mixed Fitness 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Challenges
<p>B3-2: Demonstrate and describe ways to improve personal growth in physical abilities B4-2: Demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity</p>	<p>Fitness Challenges Performance Rubric</p>	<ul style="list-style-type: none"> • Fitness Grab Bag • Fitness Grids • Roll the Dice 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits

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<p>B5-2: Demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity</p> <p>B6-2: Demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity</p>			
<p>B3-3: Experience movement involving the components of health related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities</p> <p>B4-3: Experience movement, involving components of fitness</p> <p>B5-3: Identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities</p> <p>B6-3: Explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to</p>	<p>Fitness Circuits Think About...</p>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Muscular Strength and Endurance Circuit • Flexibility Circuit • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Circuits • Fitness Circuits

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personal fitness level			
<p>B3-4: Describe personal physical attributes that contribute to physical activity</p> <p>B4-4: Recognize and personally acknowledge individual and other attributes that contribute to physical activity</p> <p>B5-4: Acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities</p> <p>B6-4: Acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities</p>	Fitness Circuits Think About...	<ul style="list-style-type: none"> • Solo Aerobic Fitness • Pick a Card Circuit • Fitness in the Middle 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness
<p>B3-6: Describe the benefits of physical activity to the body</p> <p>B4-6: Describe positive benefits gained from physical activity; e.g., physically, emotionally, socially</p> <p>B5-6: Infer positive benefits gained</p>	Group Fitness Performance Rubric	<ul style="list-style-type: none"> • Aerobic Dance • Survivor Challenge • Fun and Flexibility with a Friend 	<ul style="list-style-type: none"> • Group Fitness • Fitness Challenges • Fitness Challenges

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<p>from specific physical activities</p> <p>B6-6: Identify and plan for personal positive benefits from specific physical activity</p>			
<p>B3-7: Describe the changes that take place in the body during physical activity</p> <p>B4-7: Demonstrate changes that take place in the body during physical activity</p> <p>B5-7: Describe how physical activity influences physical fitness and the body systems</p> <p>B6-7: Describe and chart individual fitness changes as a result of engaging in physical activity</p>	<p>Group Fitness Think About</p>	<ul style="list-style-type: none"> • Figure-8 Walk/Jog • Moving for Time • Sports Moves • Aerobics 	<ul style="list-style-type: none"> • Walk/Jog/Run • Map Challenges • Group Fitness
<p>B3-8: Understand the connection between physical activity and emotional well-being; e.g., feels good</p> <p>B4-8: Understand the connection between physical activity, stress management and relaxation</p> <p>B5-8: Understand the connection</p>	<p>Fitness Circuits Think About</p>	<ul style="list-style-type: none"> • Fitness Tag Team • Traveling Challenges • Hearty Hoopla • Bench Step Basics 	<ul style="list-style-type: none"> • Fitness Circuits • Aerobic Games • Group Fitness

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between physical activity, stress management and relaxation B6-8: Understand the connection between physical activity, stress management and relaxation			

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<p>General Outcome C: Students will interact positively with others.</p> <p>Communication, Fair Play, Leadership, Teamwork</p>			
<p>C3-1: Describe and demonstrate respectful communication skills appropriate to context</p> <p>C4-1: Anticipate and demonstrate respectful communication skills appropriate to context</p> <p>C5-1: Identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity</p> <p>C6-1: Identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences</p>	<p>Cooperative All-Star Self-Check</p>	<ul style="list-style-type: none"> • Group Juggling • Houdini Hoops • Stepping Stones 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
<p>C3-3: Identify and demonstrate etiquette and fair play</p> <p>C4-3: Identify and demonstrate etiquette and fair play</p>	<p>Cooperative All-Star Self-Check</p>	<ul style="list-style-type: none"> • Parachute Play (Small Group) • Mini-Hockey • Mini-Soccer 	<ul style="list-style-type: none"> • Cooperatives • Hockey • Soccer

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<p>C5-3: Identify and demonstrate etiquette and fair play</p> <p>C6-3: Identify and demonstrate etiquette and fair play</p>			
<p>C3-4: Accept responsibility for assigned roles while participating in physical activity</p> <p>C4-4: Select and demonstrate responsibility for assigned roles while participating in physical activity, and accept ideas from others that relate to changing/adapting, movement experiences</p> <p>C5-4: Select and demonstrate responsibility for various roles while participating in physical activity, and accept ideas from others that relate to changing/adapting, movement experiences</p> <p>C6-4: Identify and then take responsibility for</p>	<p>Aerobic Games</p> <p>Performance Rubric</p>	<ul style="list-style-type: none"> • Quidditch • Air It Out • Raiders of the Ark 	<ul style="list-style-type: none"> • Aerobic Games • Football • Aerobic Games

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<p>C3-5: Display a willingness to share ideas, space and equipment when participating cooperatively with others</p> <p>C4-5: Participate cooperatively in group activities</p> <p>C5-5: Identify and demonstrate practices that contribute to teamwork</p> <p>C6-5: Describe and demonstrate practices that contribute to teamwork</p>	<p>Cooperative All-Star Self-Check</p>	<ul style="list-style-type: none"> • Dollars and Cents • Group Juggling • Log Jam 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
<p>C4-6: Identify and demonstrate positive behaviors that show respect for self and others</p> <p>C5-6: Identify and demonstrate positive behaviors that show respect for self and others</p> <p>C6-6: Identify and demonstrate positive behaviors that show respect for self and others</p>	<p>Cooperative All-Star Self-Check</p>	<ul style="list-style-type: none"> • Designated Driver • Stick With Me! • Partner Ball Challenges 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

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<p>General Outcome D: Students will assume responsibility to lead an active way of life.</p> <p>Effort, Safety</p>			
<p>D3-1: Show a willingness to participate regularly in physical education class</p> <p>D4-1: Demonstrate a willingness to participate regularly in physical education class</p> <p>D5-1: Participate regularly in physical activity to develop components of health-related fitness and movement skills</p> <p>D6-1: Demonstrate enjoyment of participation through extended effort in physical activity</p>	<p>Fitness Challenges Performance Rubric</p>	<ul style="list-style-type: none"> • Partner Mixed Fitness • Fitness Grids • Medicine Ball Madness 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness
<p>D3-2: Describe factors that encourage movement and a personal feeling about movement.</p> <p>D4-2: Demonstrate factors that encourage movement</p> <p>D5-2: Demonstrate factors that encourage movement</p>	<p>Fitness Challenges Performance Rubric</p>	<ul style="list-style-type: none"> • Solo Aerobic Fitness • Moving Around the Track • Group Jump Rope Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Map Challenges • Jump Rope

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D6-2: Identify and demonstrate strategies that encourage participation and continued motivation			
<p>D3-3: Demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity</p> <p>D4-3: Follow rules, routines and procedures for safety in a variety of activities</p> <p>D5-3: Identify and follow rules, routines and procedures for safety in a variety of activities</p> <p>D6-3: Identify, describe and follow rules, routines and procedures for safety in a variety of activities from all movement dimensions</p>	Cooperative All-Star Self-Check	<ul style="list-style-type: none"> • Workout Buddies • Flying Disc Stations • Softball Grab Bag 	<ul style="list-style-type: none"> • Cooperatives • Flying Disc • Softball
<p>D3-4: Participate in safe warm-up and cool-down activities</p> <p>D4-4: Participate in, and identify the benefits of, safe warm-up and cool-down activities</p>	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> • Daily Dozen • Fun and Flexibility with a Friend • Flexibility Circuit 	<ul style="list-style-type: none"> • Stunts and Tumbling • Fitness Challenges • Fitness Circuits

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<p>D5-4: Participate in, and identify the benefits of, safe warm-up and cool-down activities</p> <p>D6-4: Participate in, and identify the benefits of, safe warm-up and cool-down activities</p>			
<p>D3-5: Tell about safe movement experiences in various environments; e.g., gymnastic equipment</p> <p>D4-5: Describe how to move safely in various environments; e.g., skating rink</p> <p>D5-5: Identify safe practices that promote an active, healthy lifestyle; e.g., water safety</p> <p>D6-5: Select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating</p>	<p>Stunts and Tumbling Performance Rubric</p>	<ul style="list-style-type: none"> • Partner Switcheroo Stunt Hunt • Flag Tag • 4-Corner Sramble 	<ul style="list-style-type: none"> • Stunts and Tumbling • Recess Activities • Recess Activities