

## SPARK Alignment with Canada Physical Education Standards High School

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>GENERAL OUTCOME A:</b> 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><b>Basic Skills—Locomotor:</b> e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water</p> <p><b>Basic Skills—Nonlocomotor:</b> e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging</p> <p><b>Basic Skills—Manipulative:</b> receiving; e.g., catching, collecting; retaining; e.g., dribbling, carrying, bouncing, trapping; sending; e.g., throwing, kicking, striking</p>			
<p>A9-1: Apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance</p> <p>A10-1: Apply and refine locomotor skills and concepts—effort, space and relationships—to perform and</p>	<p>Jump Rope Routine Score Sheet</p>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Volleyball</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Volleyball</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>create a variety of activities to improve personal performance  A20-1: Analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance  A30-1: Analyze, evaluate and adapt performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p>			
<p>A9-2: Apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance</p>	<p>Jump Rope Routine Score Sheet</p>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Volleyball</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Volleyball</li> <li>• Dance</li> </ul>
<p>A9-3: Apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance</p>	<p>Personal Fitness Program Evaluation</p>	<ul style="list-style-type: none"> <li>• Pilates/Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Pilates/Yoga</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>A10-3: Apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>A20-3: Analyze, evaluate and modify performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>A30-3: Analyze, evaluate and adapt performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p>			
<p>A9-4: Apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships,</p>	<p>Personal Fitness Program Evaluation</p>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>to improve personal performance</p> <p>A9-5: Apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity</p> <p>A10-5: Apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>A20-5: Analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>A30-5: Analyze, evaluate and adapt performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to</p>	<p>5-Person Hit and Run Softball Assessment</p>	<ul style="list-style-type: none"> <li>• Return Service to Target</li> <li>• 5-Person Hit and Run Softball</li> <li>• Forehand and Backhand Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Softball</li> <li>• Racquetball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
improve personal performance			
A9-6: Apply and refine manipulative skills by using elements of body and space awareness, effort and relationships, with and without objects, to improve personal performance	5-Person Hit and Run Softball Assessment	<ul style="list-style-type: none"> <li>• Return Service to Target</li> <li>• 5-Person Hit and Run Softball</li> <li>• Forehand and Backhand Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Softball</li> <li>• Racquetball</li> </ul>
<p>A9-7: Apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing</p> <p>A10-7: Adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills</p> <p>A20-7: Develop and combine more challenging activity-specific skills in a variety of environments; e.g., snorkeling progressing to scuba diving</p> <p>A30-7: Recommend and relate a choice of activity-specific skills in an alternative environment to meet</p>	<p>*examples listed in standards are not specifically addressed in SPARK curriculum</p> <p>5-Person Hit and Run Softball Assessment</p>	<ul style="list-style-type: none"> <li>• Return Service to Target</li> <li>• 5-Person Hit and Run Softball</li> <li>• Forehand and Backhand Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Softball</li> <li>• Racquetball</li> </ul>

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activity goal; e.g., river canoeing versus flat water canoeing			
<p>A9-8: Create, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others</p> <p>A10-8: Apply the principles of dance to improve performance</p> <p>A20-8: Develop and perform more complex dances</p> <p>A30-8: Develop, refine and perform more complex dances</p>	Choreography Project	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Line Dance</li> <li>• Tinikling/Jump Bands</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Line Dance</li> <li>• Tinikling/Jump Bands</li> </ul>
<p>A9-9: Choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns</p> <p>A10-9: Choreograph and perform dances for self and others; e.g., jazz, social and novelty</p> <p>A20-9: Choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty</p> <p>A30-9: Choreograph, perform and critique dance for self and others;</p>	Choreography Project	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Line Dance</li> <li>• Tinikling/Jump Bands</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Line Dance</li> <li>• Tinikling/Jump Bands</li> </ul>

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e.g., jazz, social and novelty			
<p>A9-10: Apply and refine activity-specific basic skills in a variety of games</p> <p>A10-10: Adapt and improve activity-specific skills in a variety of games</p> <p>A20-10: Develop and refine activity-specific skills in a variety of games</p> <p>A30-10: Develop and further refine activity-specific skills in a variety of games</p>	5-Person Hit and Run Softball Assessment	<ul style="list-style-type: none"> <li>• Return Service to Target</li> <li>• 5-Person Hit and Run Softball</li> <li>• Forehand and Backhand Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Softball</li> <li>• Racquetball</li> </ul>
<p>A9-11: Create and plan activities that emphasize strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal</p> <p>A10-11: Select, plan and create games that incorporate simple and more challenging strategies and tactics</p> <p>A20-11: Apply the relationship among skills, rules and strategies in</p>	Teambuilding Response Journal	<ul style="list-style-type: none"> <li>• Everybody Up</li> <li>• Gordian Knot</li> <li>• Trolleys</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>

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<p>the creation and playing of games  A30-11: Apply and analyze the relationship among skills, rules and strategies in the creation and playing of games</p>			
<p>A9-12: Apply and refine ways to improve the functional and expressive qualities of movement that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic  A10-12: Apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic  A20-12: Apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group</p>	Standard not specifically addressed		



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A30-12: Refine and transfer the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group			
<p>A9-13: Apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities</p> <p>A10-13: Adapt and improve activity-specific skills in a variety of individual pursuits; e.g., resistance training, aerobics</p> <p>A20-13: Develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense</p> <p>A30-13: Recommend a choice of activity-specific skills in pursuing lifelong individual activities; e.g., cycling</p>	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>

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<p><b>General Outcome B:</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>B9-1: Design, monitor and personally analyze nutrition programs that will affect physical performance</p> <p>B10-1: Design, analyze and modify nutrition programs that will positively affect performance in physical activity</p> <p>B20-1: Compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition</p> <p>B30-1: Design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance</p>	<p>Personal Fitness Program Evaluation/Debrief</p>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
<p>B9-2: Demonstrate, monitor and</p>	<p>Personal Fitness</p>	<ul style="list-style-type: none"> <li>• Power</li> </ul>	<ul style="list-style-type: none"> <li>• Power</li> </ul>

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<p>analyze ways to achieve a personal functional level of physical fitness</p> <p>B10-2: Demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness</p> <p>B20-2: Add to the variety of ways for achieving a personal functional fitness level</p> <p>B30-2: Appraise different activities and their effects on a personal functional level of fitness</p>	<p>Program Evaluation</p>	<p>Stretching/Yoga</p> <ul style="list-style-type: none"> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<p>Stretching/Yoga</p> <ul style="list-style-type: none"> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
<p>B9-3: Design and implement a personal fitness and activity plan, using the principles of training: frequency, intensity, duration</p> <p>B10-3: Plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration</p> <p>B20-3: Plan, assess and maintain personal fitness, using the principles of training; progression, overload and specificity</p>	<p>Personal Fitness Program Evaluation</p>	<ul style="list-style-type: none"> <li>• Power</li> <li>• Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power</li> <li>• Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>

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B30-3: Evaluate, monitor and adapt fitness plans for self and others, applying the principles of training			
B9-4: Acknowledge and analyze the media and peer influences on body image B10-4: Acknowledge and analyze the media and peer influences on body image B20-4: Interpret the impact of the media and peer influences on body image B30-4: Interpret and evaluate the impact of the media and peer influences on body image	Personal Fitness Program Evaluation/Debrief	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
B9-5: Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity B10-5: Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity	Personal Fitness Program Evaluation/Debrief	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>

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<p>B20-5: Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity</p> <p>B30-5: Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity</p>			
<p>B9-6: Analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise</p> <p>B10-6: Clarify the positive benefits that occur as a result of participation in physical activity</p> <p>B20-6: Analyze the positive benefits gained from physical activity</p> <p>B30-6: Predict the positive benefits gained from physical activity</p>	<p>Personal Fitness Program Evaluation</p>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
<p>B9-7: Monitor, analyze and assess fitness changes as a result of physical activity</p>	<p>Personal Fitness Program Evaluation</p>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> </ul>

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<p>B10-7: Understand the consequences and risks associated with an inactive lifestyle; e.g., the benefits of a healthy heart versus the need for emergency cardiac care (CPR)</p> <p>B20-7: Understand the consequences and risks associated with an inactive lifestyle</p> <p>B30-7: Understand the consequences and risks associated with an inactive lifestyle</p>		<ul style="list-style-type: none"> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Fitness Program</li> </ul>
<p>B9-8: Select and perform appropriate physical activities for personal stress management and relaxation</p> <p>B10-8: Select and perform appropriate physical activities for personal stress management and relaxation</p> <p>B20-8: Design and implement a plan for personal stress management</p> <p>B30-8: Monitor and evaluate the</p>	<p>Personal Fitness Program Evaluation</p>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>

<b>Standard</b>	<b>Suggested Assessments</b>	<b>Sample SPARK Activities</b>	<b>Corresponding SPARK Unit</b>
plan for personal stress management			

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<p><b>General Outcome C:</b> Students will interact positively with others.</p> <p>Communication, Fair Play, Leadership, Teamwork</p>			
<p>C9-1: Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</p> <p>C10-1: Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</p> <p>C20-1: Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</p> <p>C30-1: Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</p>	<p>Teambuilding Response Journal</p>	<ul style="list-style-type: none"> <li>• Everybody Up</li> <li>• Gordian Knot</li> <li>• Trolleys</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>
<p>C9-2: Identify and discuss the positive behaviors that are demonstrated by active living role</p>	<p>Debrief/Teambuilding Response Journal</p>	<ul style="list-style-type: none"> <li>• Wordles</li> <li>• Electric Fence</li> <li>• All-Aboard</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>



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models C10-2: Discuss issues related to positive athletic/active living role models C20-2: Demonstrate an understanding of behavior appropriate to positive active living role modeling C30-2: Discuss issues related to active living			building <ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> </ul>
C9-3: Demonstrate etiquette and fair play C10-2: Demonstrate etiquette and fair play C20-2: Demonstrate etiquette and fair play C30-2: Demonstrate etiquette and fair play	Teambuilding Response Journal	<ul style="list-style-type: none"> <li>• Hula Hoop Pass</li> <li>• 2 Group Human Ladder</li> <li>• Minefield</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>
C9-4: Describe, apply, monitor and practice leadership and followership skills related to physical activity C10-4: Describe, apply, monitor and assess leadership and	Teambuilding Response Journal	<ul style="list-style-type: none"> <li>• Hula Hoop Pass</li> <li>• 2 Group Human Ladder</li> <li>• Minefield</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>

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<p>followership skills related to physical activity  C20-4: Apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community  C30-4: Apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community</p>			
<p>C9-5: Develop practices that contribute to teamwork  C10-5: Develop and apply practices that contribute to teamwork  C20-5: Develop and apply practices that contribute to</p>	<p>Teambuilding  Response Journal</p>	<ul style="list-style-type: none"> <li>• Wordles</li> <li>• Electric Fence</li> <li>• All-Aboard</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>

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teamwork C30-5: Develop and apply practices that contribute to teamwork			
C9-6: Identify and demonstrate positive behaviors that show respect for self and others C10-6: Identify and demonstrate positive behaviors that show respect for self and others C20-6: Identify and demonstrate positive behaviors that show respect for self and others C30-6: Identify and demonstrate positive behaviors that show respect for self and others	Teambuilding Response Journal	<ul style="list-style-type: none"> <li>• Two by Four Shuffle</li> <li>• Spider's Web</li> <li>• Warp Speed</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>General Outcome D:</b> Students will assume responsibility to lead an active way of life.</p> <p>Effort, Safety</p>			
<p>D9-1: Participate regularly in, and realize the benefits of an active lifestyle  D10-1: Demonstrate a commitment to an active lifestyle through participation in and out of class  D20-1: Model an active lifestyle  D30-1: Model an active lifestyle</p>	<p>Personal Fitness Program Evaluation</p>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
<p>D9-2: Develop a personal plan that encourages participation and continued motivation  D10-2: Develop a personal plan that is self-motivating and encourages ongoing participation  D20-2: Refine a personal plan that is self-motivating and encourages ongoing participation  D30-2: Recommend future changes and modifications to one's</p>	<p>Personal Fitness Program Evaluation</p>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>

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personal plan to maintain a healthy, active lifestyle			
<p>D9-3: Select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions</p> <p>D10-3: Select and apply rules, routines and procedures of safety in a variety of activities</p> <p>D20-3: Develop and apply safety standards and rules in a variety of activities</p> <p>D30-3: Develop and apply safety standards and rules in a variety of activities</p>	Weight Room and Fitness Lab Safety Test	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
<p>D9-4: Analyze, design and perform warm-up and cool-down activities</p> <p>D10-4: Analyze, design and assess warm-up and cool-down activities</p> <p>D20-4: Analyze, design and assess warm-up and cool-down activities</p> <p>D30-4: Analyze, design and assess warm-up and cool-down activities</p>	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
D9-5: Design safe movement	Weight Room and	<ul style="list-style-type: none"> <li>• Power</li> </ul>	

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<p>experiences that promote an active, healthy lifestyle; e.g., student-created games</p> <p>D10-5: Define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity; e.g., aquatics; and demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others</p> <p>D20-5: Demonstrate first-aid principles and survival skills as they relate to physical activity; e.g., camping; and identify and analyze potential hazards that might affect self and others</p> <p>D30-5: Apply the use of first aid principles and survival skills as they relate to physical activity; e.g., athletic training; and recommend actions that will minimize potential hazards to self and others</p>	<p>Fitness Lab Safety Test</p>	<p>Stretching/Yoga</p> <ul style="list-style-type: none"> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	

