## SPARK Alignment with Canada Physical Education Standards
### K-2 (Version 2008)

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<tr>
<td><strong>GENERAL OUTCOME A:</strong> 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.</td>
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<tr>
<td><strong>Basic Skills—Locomotor:</strong> e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water</td>
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<tr>
<td><strong>Basic Skills—Nonlocomotor:</strong> e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging</td>
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<td><strong>Basic Skills—Manipulative:</strong> receiving: e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping; sending: e.g., throwing, kicking, striking</td>
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<tr>
<td><strong>AK-1:</strong> Experience and develop locomotor skills through a variety of activities</td>
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<tr>
<td><strong>A1-1:</strong> Perform locomotor skills through a variety of activities</td>
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<tr>
<td><strong>A2-1:</strong> Select and perform locomotor skills involved in a variety of activities</td>
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**Building a Foundation Rubric**
- Locomotor Skills, Levels, and Directions
- Pathways and Creative Moves
- Tempos and Creative Moves
- Building a Foundation
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<tr>
<td>AK-3: Experience and develop nonlocomotor skills through a variety of activities</td>
<td>Balance, Stunts, and Tumbling Rubric</td>
<td>• Basic Body Positions</td>
<td>• Balance, Stunts, and Tumbling</td>
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<td>A1-3: Perform nonlocomotor skills through a variety of activities</td>
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<td>• Body Management and Balance</td>
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<td>A2-3: Select and perform nonlocomotor skills involved in a variety of activities</td>
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<td>• Scarf Exploration</td>
<td>• Manipulatives</td>
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<tr>
<td>AK-5: Experience and develop ways to receive, retain and send an object using a variety of body parts and implements through a variety of activities</td>
<td>Catching and Throwing Rubric</td>
<td>• Throwing Circuit</td>
<td>• Catching and Throwing</td>
</tr>
<tr>
<td>A1-5: Demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others</td>
<td></td>
<td>• Squirrels and Acorns</td>
<td>• Dribbling, Volleying, and Striking</td>
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<tr>
<td>A2-5: Select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others.</td>
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<td>• Soccer Golf</td>
<td>• Kicking and Trapping</td>
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<tr>
<td>AK-7: Experience the basic skills in a variety of environments; e.g.,</td>
<td>Building a Foundation Rubric</td>
<td>• General Space and Creative Moves</td>
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<tr>
<td>playground. A1-7: Demonstrate the basic skills in a variety of</td>
<td></td>
<td>• 2-Square</td>
<td>• Recess Activities</td>
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<tr>
<td>environments, e.g., tarmac activities. A2-7: Select and perform basic</td>
<td></td>
<td>• Switcheroo!</td>
<td>• Recess Activities</td>
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<tr>
<td>skills in a variety of environments using various equipment; e.g.,</td>
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<td>snowshoeing</td>
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<tr>
<td>AK-8: Experience movement to respond to a variety of stimuli; e.g.,</td>
<td>Dance Rubric</td>
<td>• Tarantella</td>
<td>• Dance</td>
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<tr>
<td>music. A1-8: Perform simple elements of effort and space to respond to</td>
<td></td>
<td>• Monkey See, Monkey Do</td>
<td>• ASAP</td>
</tr>
<tr>
<td>a variety of stimuli; e.g., music. A2-8: Demonstrate basic dance</td>
<td></td>
<td>• Mayonesa</td>
<td>• Dance</td>
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<td>steps and movement; e.g., creative, folk, line, sequence and novelty,</td>
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<td>alone and with others, by using elements of effort, space, and</td>
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<tr>
<td>relationship</td>
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<td>AK-9: Experience body awareness when performing dance activities</td>
<td>Dance Rubric</td>
<td>• The Bouncer</td>
<td>• ASAP</td>
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<td></td>
<td></td>
<td>• The Hokey Pokey</td>
<td>• Dance</td>
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<tr>
<td>A1-9: Experience body awareness when performing dance activities A2-9: Perform simple movement sequences by using elements of body and space awareness relationships, alone and with others</td>
<td>Building a Foundation Rubric</td>
<td>• Hawaiian Roller Coaster Ride</td>
<td>• Dance</td>
</tr>
<tr>
<td>AK-10: Demonstrate body and space awareness when performing space awareness games A1-10: Demonstrate body and space awareness when performing space awareness games A2-10: Create and play body and space awareness games</td>
<td></td>
<td>• Orientation and Personal Space • General Space and Creative Moves • Chasing and Fleeing</td>
<td>• Building a Foundation • Building a Foundation • Building a Foundation</td>
</tr>
<tr>
<td>AK-11: Demonstrate an understanding of basic rules and fair play A1-11: Demonstrate an understanding of basic rules and fair play for simple games A2-11: Apply basic rules and fair play while playing and learning the strategies of lead-up games</td>
<td>Games Rubric</td>
<td>• Cookie Monster Tag • Squirrels in the Trees • Superhero Tag</td>
<td>• Games • Games • ASAP</td>
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| AK-12: Experience educational gymnastics; e.g., exploring the use of different body parts, types of effort, space, and relationships A1-12: Demonstrate the basic skills in educational gymnastics; e.g., exploring the use of different body parts, types of effort, space, and relationships A2-12: 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 | Balance, Stunts, and Tumbling Rubric | • Stunts Introduction  
• Body Management and Balance  
• Basic Body Positions | • Balance, Stunts, and Tumbling  
• Building a Foundation  
• Balance, Stunts, and Tumbling |
| AK-13: Experience the basic skills of running, jumping, throwing in a variety of environments, e.g., field A1-13: Demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes A2-13: Select and perform basic skills of running, jumping, throwing | Jumping Rubric | • Jumping Rhythmically  
• Throwing Underhand to Targets  
• Partner Throw and Catch | • Jumping  
• Catching and Throwing  
• Catching and Throwing |
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<td>in a variety of environments and various equipment: e.g., catching</td>
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<td><strong>General Outcome B</strong>: Students will understand, experience and appreciate the health benefits that result from physical activity.</td>
<td><strong>Functional Fitness, Body Image, Well-Being</strong></td>
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</table>
| BK-1: Recognize appropriate nutritional habits | Debrief question: *How does eating healthy food help you do your work in the classroom?* | • Sugar and Fat Tag  
• Cookie Monster Tag  
• Fruits and Veggies Tag (High-Five Tag SPARK It Up!) | • Games  
• Games  
• ASAP |
| B1-1: Identify healthy nutritional habits | | | |
| B2-1: Recognize that “energy” is required for muscle movement | | | |
| BK-2: Recognize improvement in physical abilities | Debrief question: *Name two benefits you get from strengthening your muscles.* | • Fitness Introduction  
• Fitness Introduction (SPARK It Up!)  
• Parachute Fitness | • Building a Foundation  
• Building a Foundation  
• Parachute |
| B1-2: Demonstrate ways to improve personal growth in physical abilities | | | |
| B2-2: Describe ways to improve personal growth in physical abilities | | | |
| BK-3: Experience cardio-respiratory activities | Debrief question: *How do your heart and lungs work together when you* | • Fitness Introduction  
• Circuit Introduction  
• Oxygen Boogie | • Building a Foundation  
• Building a Foundation  
• Building a Foundation |
<p>| B1-3: Experience and improve continued frequency of | | | |</p>
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<td>involvement in cardio-respiratory activities</td>
<td><em>are exercising?</em></td>
<td></td>
<td>• Games</td>
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<tr>
<td>B2-3: Experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities</td>
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<tr>
<td>BK-4: Recognize personal abilities while participating in physical activities</td>
<td>Debrief question: <em>What things could you do easier if your muscles were stronger?</em></td>
<td>• Fitness Introduction (SPARK It Up!)</td>
<td>• Building a Foundation</td>
</tr>
<tr>
<td>B1-4: Recognize personal abilities while participating in physical activities</td>
<td></td>
<td>• Stunts Introduction</td>
<td>• Balance, Stunts, and Tumbling</td>
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<tr>
<td>B2-4: Identify personal physical attributes that contribute to physical activity</td>
<td></td>
<td>• Stunts Add-On</td>
<td>• Balance, Stunts, and Tumbling</td>
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<tr>
<td>BK-6: Experience how physical activity makes one feel</td>
<td>Debrief question: <em>Name two benefits you get from strengthening your muscles.</em></td>
<td>• Emotion Motion</td>
<td>• ASAP</td>
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<tr>
<td>B1-6: Describe how physical activity makes you feel</td>
<td></td>
<td>• Crazy Cones</td>
<td>• ASAP</td>
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<tr>
<td>B2-6: Describe how the body benefits from physical activity</td>
<td></td>
<td>• Chasing and Fleeing</td>
<td>• Building a Foundation</td>
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<td>BK-7: Experience the changes that take place in the body during</td>
<td>Debrief question: <em>What happens to your</em></td>
<td>• Fitness Introduction</td>
<td>• Building a Foundation</td>
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| physical activity  
B1-7: Recognize the changes that take place in the body during physical activity  
B2-7: Identify changes that take place in the body during physical activity | *heart when you make it beat faster on a regular basis?* | • Fitness Introduction (SPARK It Up!)  
• Parachute Fitness | • Building a Foundation  
• Parachute |
| BK-8: Understand the connection between physical activity and emotional well-being; e.g., feels good  
B1-8: Understand the connection between physical activity and emotional well-being; e.g., feels good  
B2-8: Understand the connection between physical activity and emotional well-being; e.g., feels good | Debrief question: *What are some of your favorite physical activities?* | • Emotion Motion  
• The Good Ship SPARK  
• Fitness Introduction | • ASAP  
• ASAP  
• Building a Foundation |
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<td><strong>General Outcome C:</strong> Students will interact positively with others.</td>
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<td>Communication, Fair Play, Leadership, Teamwork</td>
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<td>CK-1: Begin to develop respectful communication skills appropriate to</td>
<td>Throwing and</td>
<td>• Partner Throw and Catch</td>
<td>• Catching and</td>
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<tr>
<td>context</td>
<td>Catching Rubric</td>
<td>• Grouping and Moving Together</td>
<td>Throwing</td>
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<tr>
<td>C1-1: Develop and demonstrate respectful communication skills appropriate</td>
<td></td>
<td>• Changing Places</td>
<td>• Building a</td>
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<td>to context</td>
<td></td>
<td></td>
<td>Foundation</td>
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<tr>
<td>C2-1: Identify and demonstrate respectful communication skills</td>
<td></td>
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<td>• Parachute</td>
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<td>appropriate to context</td>
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<td>CK-3: Identify and demonstrate etiquette and fair play</td>
<td>Games Rubric</td>
<td>• Houdini Hoops</td>
<td>• Games</td>
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<td></td>
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<td>• Frog Crossing</td>
<td>• Games</td>
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<td>C1-3: Identify and demonstrate etiquette and fair play</td>
<td></td>
<td>• Soccer Golf</td>
<td>• Kicking and</td>
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<td>Trapping</td>
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<td>C2-2: Identify and demonstrate etiquette and fair play</td>
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<td>CK-4: Experience different roles in a variety of physical activities</td>
<td>Jumping Rubric</td>
<td>• Long Rope</td>
<td>• Jumping</td>
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<td>C1-4: Identify different roles in a variety of physical activities</td>
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<td>• Jumping I and II</td>
<td>• ASAP</td>
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<td></td>
<td></td>
<td>• Snakes and Lizards</td>
<td>• Dribbling,</td>
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<td></td>
<td></td>
<td>• Sheep Dogs</td>
<td>Volleying, and</td>
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<td>C2-4: Accept responsibility for assigned roles while participating in physical activity</td>
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<td>Striking</td>
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<td>CK-5: Display a willingness to play alongside others</td>
<td>Games Rubric</td>
<td>• Oxygen Boogie</td>
<td>Games</td>
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<td>C1-5: Display a willingness to play cooperatively with others in large and small groups</td>
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<td>• Straddleball</td>
<td>Dribbling, Volleying, Striking</td>
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<td>C2-5: Display a willingness to play cooperatively with others of various abilities, in large and small groups</td>
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<td>• Triangle Passing and 3-Player Kick and Score</td>
<td>Kicking and Trapping</td>
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<td><strong>General Outcome D</strong>: Students will assume responsibility to lead an active way of life.</td>
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<td>Effort, Safety</td>
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| DK-1: Show a willingness to participate regularly in short periods of activity with frequent rest intervals | Building a Foundation Rubric | • Circuit Introduction  
• Dead Bugs  
• Toys Alive! | • Building a Foundation  
• ASAP  
• ASAP |
| D1-1: Show a willingness to participate regularly in short periods of activity with frequent rest intervals | | | |
| D2-1: Show a willingness to participate regularly in physical education class | | | |
| DK-2: Participate with effort in physical activities | Balance, Stunts, and Tumbling Rubric | • Weight Transfer and Rolls  
• Jump for Distance  
• It’s in the Cards | • Balance, Stunts, and Tumbling  
• Jumping  
• Games |
| D1-2: Demonstrate effort in physical activities | | | |
| D2-2: Identify personal factors that encourage movement | | | |
| DK-3: Show a willingness to listen to directions and simple | Games Rubric | • The Good Ship SPARK | • Games  
• Dribbling, |
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<td>explanations</td>
<td>Building a Foundation Rubric</td>
<td>• Volleying and Striking Introduction</td>
<td>Volleying, and Striking</td>
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<td>D1-3: Show a willingness to listen to directions and simple explanations</td>
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<td>• Showtime</td>
<td>• Dance</td>
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<td>D2-1: Demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity</td>
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<td>DK-4: Participate in safe warm-up and cool-down activities</td>
<td>Games Rubric</td>
<td>• Fitness Introduction</td>
<td>Building a Foundation</td>
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<tr>
<td>D1-4: Participate in safe warm-up and cool-down activities</td>
<td></td>
<td>• Stunts Introduction</td>
<td>• Balance, Stunts, and Tumbling</td>
</tr>
<tr>
<td>D2-4: Demonstrate and participate in safe warm-up and cool-down activities</td>
<td></td>
<td>• Twist and Turn/ Bend and Stretch</td>
<td>• Manipulatives</td>
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<tr>
<td>DK-5: Experience moving safely and sensitively through all environments; e.g., movement activities</td>
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<td>D1-5: Move safely and sensitively through all environments; e.g., Space awareness activities</td>
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<td>• General Space and Creative Moves</td>
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<td>D2-5: Demonstrate moving safely and sensitively through all</td>
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<td>• Catch and Chase</td>
<td>• Games</td>
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<td></td>
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<td>• Shoot and Score</td>
<td>• Recess Activities</td>
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<td>environments; e.g., modified games</td>
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