

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

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>AK-1: Experience and develop locomotor skills through a variety of activities</p> <p>A1-1: Perform locomotor skills through a variety of activities</p> <p>A2-1: Select and perform locomotor skills involved in a variety of activities</p>	<p>Building a Foundation Rubric</p>	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation

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<p>AK-3: Experience and develop nonlocomotor skills through a variety of activities</p> <p>A1-3: Perform nonlocomotor skills through a variety of activities</p> <p>A2-3: Select and perform nonlocomotor skills involved in a variety of activities</p>	<p>Balance, Stunts, and Tumbling Rubric</p>	<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
<p>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</p> <p>A1-5: Demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others</p> <p>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.</p>	<p>Catching and Throwing Rubric</p>	<ul style="list-style-type: none"> • Throwing Circuit • Squirrels and Acorns • Soccer Golf 	<ul style="list-style-type: none"> • Catching and Throwing • Dribbling, Volleying, and Striking • Kicking and Trapping

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<p>AK-7: Experience the basic skills in a variety of environments; e.g., playground.</p> <p>A1-7: Demonstrate the basic skills in a variety of environments, e.g., tarmac activities.</p> <p>A2-7: Select and perform basic skills in a variety of environments using various equipment; e.g., snowshoeing</p>	Building a Foundation Rubric	<ul style="list-style-type: none"> • General Space and Creative Moves • 2-Square • Switcheroo! 	<ul style="list-style-type: none"> • Building a Foundation • Recess Activities • Recess Activities
<p>AK-8: Experience movement to respond to a variety of stimuli; e.g., music</p> <p>A1-8: Perform simple elements of effort and space to respond to a variety of stimuli; e.g., music</p> <p>A2-8: Demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space, and relationship</p>	Dance Rubric	<ul style="list-style-type: none"> • Tarantella • Monkey See, Monkey Do • Mayonesa 	<ul style="list-style-type: none"> • Dance • ASAP • Dance
AK-9: Experience body awareness when performing dance activities	Dance Rubric	<ul style="list-style-type: none"> • The Bouncer • The Hokey Pokey 	<ul style="list-style-type: none"> • ASAP • Dance

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<p>A1-9: Experience body awareness when performing dance activities</p> <p>A2-9: Perform simple movement sequences by using elements of body and space awareness relationships, alone and with others</p>		<ul style="list-style-type: none"> Hawaiian Roller Coaster Ride 	<ul style="list-style-type: none"> Dance
<p>AK-10: Demonstrate body and space awareness when performing space awareness games</p> <p>A1-10: Demonstrate body and space awareness when performing space awareness games</p> <p>A2-10: Create and play body and space awareness games</p>	<p>Building a Foundation Rubric</p>	<ul style="list-style-type: none"> Orientation and Personal Space General Space and Creative Moves Chasing and Fleeing 	<ul style="list-style-type: none"> Building a Foundation Building a Foundation Building a Foundation
<p>AK-11: Demonstrate an understanding of basic rules and fair play</p> <p>A1-11: Demonstrate an understanding of basic rules and fair play for simple games</p> <p>A2-11: Apply basic rules and fair play while playing and learning the strategies of lead-up games</p>	<p>Games Rubric</p>	<ul style="list-style-type: none"> Cookie Monster Tag Squirrels in the Trees Superhero Tag 	<ul style="list-style-type: none"> Games Games ASAP

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<p>AK-12: Experience educational gymnastics; e.g., exploring the use of different body parts, types of effort, space, and relationships</p> <p>A1-12: Demonstrate the basic skills in educational gymnastics; e.g., exploring the use of different body parts, types of effort, space, and relationships</p> <p>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</p>	<p>Balance, Stunts, and Tumbling Rubric</p>	<ul style="list-style-type: none"> • Stunts Introduction • Body Management and Balance • Basic Body Positions 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling
<p>AK-13: Experience the basic skills of running, jumping, throwing in a variety of environments, e.g., field</p> <p>A1-13: Demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes</p> <p>A2-13: Select and perform basic skills of running, jumping, throwing</p>	<p>Jumping Rubric</p>	<ul style="list-style-type: none"> • Jumping Rhythmically • Throwing Underhand to Targets • Partner Throw and Catch 	<ul style="list-style-type: none"> • Jumping • Catching and Throwing • Catching and Throwing

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in a variety of environments and various equipment; e.g., catching			

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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>			
BK-1: Recognize appropriate nutritional habits B1-1: Identify healthy nutritional habits B2-1: Recognize that “energy” is required for muscle movement	Debrief question: <i>How does eating healthy food help you do your work in the classroom?</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
BK-2: Recognize improvement in physical abilities B1-2: Demonstrate ways to improve personal growth in physical abilities B2-2: Describe ways to improve personal growth in physical abilities	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!) • Parachute Fitness 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Parachute
BK-3: Experience cardio-respiratory activities B1-3: Experience and improve continued frequency of	Debrief question: <i>How do your heart and lungs work together when you</i>	<ul style="list-style-type: none"> • Fitness Introduction • Circuit Introduction • Oxygen Boogie 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation

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involvement in cardio-respiratory activities B2-3: Experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities	<i>are exercising?</i>		<ul style="list-style-type: none"> • Games
BK-4: Recognize personal abilities while participating in physical activities B1-4: Recognize personal abilities while participating in physical activities B2-4: Identify personal physical attributes that contribute to physical activity	Debrief question: <i>What things could you do easier if your muscles were stronger?</i>	<ul style="list-style-type: none"> • Fitness Introduction (SPARK It Up!) • Stunts Introduction • Stunts Add-On 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
BK-6: Experience how physical activity makes one feel B1-6: Describe how physical activity makes you feel B2-6: Describe how the body benefits from physical activity	Debrief question: <i>Name two benefits you get from strengthening your muscles.</i>	<ul style="list-style-type: none"> • Emotion Motion • Crazy Cones • Chasing and Fleeing 	<ul style="list-style-type: none"> • ASAP • ASAP • Building a Foundation
BK-7: Experience the changes that take place in the body during	Debrief question: <i>What happens to your</i>	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation

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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	<i>heart when you make it beat faster on a regular basis?</i>	<ul style="list-style-type: none"> • Fitness Introduction (SPARK It Up!) • Parachute Fitness 	<ul style="list-style-type: none"> • 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: <i>What are some of your favorite physical activities?</i>	<ul style="list-style-type: none"> • Emotion Motion • The Good Ship SPARK • Fitness Introduction 	<ul style="list-style-type: none"> • ASAP • ASAP • Building a Foundation

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<p>General Outcome C: Students will interact positively with others.</p> <p>Communication, Fair Play, Leadership, Teamwork</p>			
<p>CK-1: Begin to develop respectful communication skills appropriate to context C1-1: Develop and demonstrate respectful communication skills appropriate to context C2-1: Identify and demonstrate respectful communication skills appropriate to context</p>	<p>Throwing and Catching Rubric</p>	<ul style="list-style-type: none"> • Partner Throw and Catch • Grouping and Moving Together • Changing Places 	<ul style="list-style-type: none"> • Catching and Throwing • Building a Foundation • Parachute
<p>CK-3: Identify and demonstrate etiquette and fair play C1-3: Identify and demonstrate etiquette and fair play C2-3: Identify and demonstrate etiquette and fair play</p>	<p>Games Rubric</p>	<ul style="list-style-type: none"> • Houdini Hoops • Frog Crossing • Soccer Golf 	<ul style="list-style-type: none"> • Games • Games • Kicking and Trapping
<p>CK-4: Experience different roles in a variety of physical activities C1-4: Identify different roles in a variety of physical activities</p>	<p>Jumping Rubric</p>	<ul style="list-style-type: none"> • Long Rope Jumping I and II • Snakes and Lizards • Sheep Dogs 	<ul style="list-style-type: none"> • Jumping • ASAP • Dribbling, Volleying, and

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C2-4: Accept responsibility for assigned roles while participating in physical activity			Striking
CK-5: Display a willingness to play alongside others C1-5: Display a willingness to play cooperatively with others in large and small groups C2-5: Display a willingness to play cooperatively with others of various abilities, in large and small groups	Games Rubric	<ul style="list-style-type: none"> • Oxygen Boogie • Straddleball • Triangle Passing and 3-Player Kick and Score 	<ul style="list-style-type: none"> • Games • Dribbling, Volleying, Striking • Kicking and Trapping

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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>DK-1: Show a willingness to participate regularly in short periods of activity with frequent rest intervals</p> <p>D1-1: Show a willingness to participate regularly in short periods of activity with frequent rest intervals</p> <p>D2-1: Show a willingness to participate regularly in physical education class</p>	<p>Building a Foundation Rubric</p>	<ul style="list-style-type: none"> • Circuit Introduction • Dead Bugs • Toys Alive! 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
<p>DK-2: Participate with effort in physical activities</p> <p>D1-2: Demonstrate effort in physical activities</p> <p>D2-2: Identify personal factors that encourage movement</p>	<p>Balance, Stunts, and Tumbling Rubric</p>	<ul style="list-style-type: none"> • Weight Transfer and Rolls • Jump for Distance • It's in the Cards 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Jumping • Games
<p>DK-3: Show a willingness to listen to directions and simple</p>	<p>Games Rubric</p>	<ul style="list-style-type: none"> • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Dribbling,

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<p>explanations D1-3: Show a willingness to listen to directions and simple explanations D2-1: Demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity</p>		<ul style="list-style-type: none"> • Volleying and Striking Introduction • Showtime 	<p>Volleying, and Striking</p> <ul style="list-style-type: none"> • Dance
<p>DK-4: Participate in safe warm-up and cool-down activities D1-4: Participate in safe warm-up and cool-down activities D2-4: Demonstrate and participate in safe warm-up and cool-down activities</p>	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • Stunts Introduction • Twist and Turn/ • Bend and Stretch 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Manipulatives
<p>DK-5: Experience moving safely and sensitively through all environments; e.g., movement activities D1-5: Move safely and sensitively through all environments; e.g., Space awareness activities D2-5: Demonstrate moving safely and sensitively through all</p>	Games Rubric	<ul style="list-style-type: none"> • General Space and Creative Moves • Catch and Chase • Shoot and Score 	<ul style="list-style-type: none"> • Building a Foundation • Games • Recess Activities

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environments; e.g., modified games			