

SPARK Alignment with Arizona Physical Education Standards

Grade K-2 (2008 Version)

Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Fundamental Movement Skills			
PO 1. Demonstrate locomotor skills with age-appropriate ability.	Building a Foundation Rubric	<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 • Building a Foundation • Building a Foundation
PO 2. Demonstrate a variety of nonlocomotor skills.	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
PO 3. Perform movement concepts in physical activity (spatial awareness, body awareness, qualities of movement, relationships).	Building a Foundation Rubric	<ul style="list-style-type: none"> • General Space and Creative Moves • Movement Concepts Using Hoops • Body Management and Balance 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
PO 4. Demonstrate a variety of	Manipulatives Rubric	<ul style="list-style-type: none"> • Beanbag 	<ul style="list-style-type: none"> • Manipulatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
manipulative skills.		Exploration <ul style="list-style-type: none"> • Chinese Ribbon Dance • Scarf Juggling Lead-up 	<ul style="list-style-type: none"> • Manipulatives • Manipulatives
Concept 2: Rhythmic Movement			
PO 1. Demonstrate movement skills to a rhythm.	Dance Rubric	<ul style="list-style-type: none"> • Mayonesa • The Shoemaker's Dance • Tarentella 	<ul style="list-style-type: none"> • Dance • Dance • Dance
Concept 3: Complex or Specialized Movement Skills			
PO 1. Demonstrate a variety of developmentally appropriate specialized movement skills.	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking Rubric • Jumping Rubric • Catching and Throwing Rubric 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking Circuit • Jumping and Landing Circuit • Partner Throw and Catch Challenges 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Jumping • Catching and Throwing
PO 2. Integrate a skill to the demands of a modified, small-sided game situation.	Games Rubric	<ul style="list-style-type: none"> • Triangle Passing and 3-Player Kick and Score • Crazy Cones • Cookie Monster Tag 	<ul style="list-style-type: none"> • Kicking and Trapping • Games • Games

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Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Movement Concepts			
PO 1. Identifies correct body planes.	Sample debrief question: <i>How can you divide your body into 3 different planes?</i>	<ul style="list-style-type: none"> • Basic Body Positions • Movement Concepts Using Hoops • Body Management and Balance 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
PO 2. Identifies various body parts.	Sample debrief question: <i>Touch your shoulders. Where are your wrists? Your elbows? Ankles?</i>	<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
PO 3. Demonstrate corrections to movement errors in response to instructional feedback.	Sample debrief question: <i>Show me how your fingers should look after you contact the ball when you are</i>	<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
	<i>dribbling.</i>		
PO 4. Repeat, perform and explain cue words (critical elements) of a variety of fundamental skills.	Sample debrief question: <i>What do your eyes need to do when you are striking your balloon?</i> <i>Show me how your hands and fingers should look when you catch a ball</i>	<ul style="list-style-type: none"> • Volleying and Striking Introduction • Keep It Up • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Catching and Throwing
Concept 2: Scientific Principles			
PO 1. Identify the effects that physical activity has on the body.	Sample debrief question: <i>What happens to your heart when you exercise?</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
PO 2. List and define the components of health-related fitness.	Sample debrief question: <i>What are the components of health-related fitness?</i>	Fitness Introduction (SPARK It Up!)	Health-Related Fitness Introduction (CD)
PO 3. Demonstrate exercises that can improve each component of health-related fitness.	Building a Foundation	Fitness Introduction (SPARK It Up!)	Health-Related Fitness Introduction (CD)
PO 4. Define physical fitness.	Sample debrief	Fitness Introduction	Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	question: <i>What is physical fitness?</i>	(SPARK It Up!)	
PO 5. Identify warm-up and cool-down activities in relation to physical activities.	Sample debrief question: <i>What are some activities you can do to warm-up your muscles before activity? What activities can you do to cool-down after activity?</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
PO 6. Recognize the relationship between physical activity and the activity pyramid.	Sample debrief question: <i>Where do aerobic exercises fall on the activity pyramid? How often should you do them each week?</i>	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Games • Building a Foundation
PO 7. Recognize that different types of exercise achieve different types of fitness.	Sample debrief question: <i>What types of exercises will make your heart stronger? What types of exercises will make</i>	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>your muscles more flexible?</i>		
PO 8. Explain that appropriate practice improves performance.	Sample debrief question: <i>What kind of practice will improve your ability to hit a target?</i>	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Overhand Throw for Distance • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing
PO 9. Identify sun safe practices.	Not specifically addressed in SPARK K-2		
Concept 3: Strategies and Tactics			
PO 1. Move to open space.	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

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Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Movement Concepts			
PO 1. Participate in instructionally-appropriate moderate to vigorous physical activity (MVPA) for at least 50% of structured physical education classes.	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
PO 2. Engage in moderate to vigorous physical activity on an intermittent basis in physical education classes.	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
Concept 2: Physical Activity Outside the Physical Education Program			
PO 1. Participate in a variety of physical activities outside the structured physical education program.	Home Play Activities (CD, various units) Recess Activities (Manual)		
PO 2. Engage in moderate to vigorous physical activity on an intermittent basis outside physical education classes.			
PO 3. Accumulate at least 60 minutes of physical activity daily,			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
or on most days.			

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Strand 4: Achieve and maintain a health-enhancing level of physical fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Health-Related Fitness			
PO 1. Demonstrate sufficient muscular strength to be able to bear body weight.	Balance, Stunts and Tumbling Rubric	<ul style="list-style-type: none"> • Crabbing Around • Weight Transfer and Rolls 	<ul style="list-style-type: none"> • ASAP • Balance, Stunts and Tumbling
PO 2. Engage in a series of fitness exercises based upon time, not repetitions, that includes all health-related components of fitness.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • Flexibility • Oxygen Boogie • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) • Crabbing Around 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games • ASAP • ASAP
PO 3. Participate in a variety of games and activities that increase breathing and heart rate.	Sample debrief question: <i>What happens to your heart when you exercise?</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
PO 4. Recognize that health-related physical fitness consists of several different components.	Building a Foundation	Fitness Introduction (SPARK It Up!)	Health-Related Fitness Introduction (CD)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
PO 5. Demonstrate a variety of modified exercises for each health-related component of fitness.	Building a Foundation	Fitness Introduction (SPARK It Up!)	Health-Related Fitness Introduction (CD)

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Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Personal Behavior			
PO 1. Follows directions given in class.	Games Rubric	<ul style="list-style-type: none"> • Crazy Cones • Frogs Across the Pond • Squirrels and Acorns 	<ul style="list-style-type: none"> • Games • ASAP • Dribbling, Volleying, and Striking
PO 2. Demonstrates safe use of equipment during all class activities.	Games Rubric	<ul style="list-style-type: none"> • Soccer Golf • Capture the Orb • Batter Up! 	<ul style="list-style-type: none"> • Kicking and Trapping • Parachute • Dribbling, Volleying, and Striking
PO 3. Follows safety protocols during physical activity.	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling Rubric • Recess Rubric 	<ul style="list-style-type: none"> • Stunts Introduction • Stunts Circuit • Stunts Add-On 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
PO 4. Reports the results of practice and participation honestly.	Games Rubric	<ul style="list-style-type: none"> • Soccer Golf • Bowlers Rollers • Clean Your Room 	<ul style="list-style-type: none"> • Kicking and Trapping • Catching and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			Throwing <ul style="list-style-type: none"> • Catching and Throwing
PO 5. Works independently while exploring movement tasks.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Catching and Throwing Circuit • Paddle Circuit • Dribbling, Volleying, and Striking Circuit • Kicking and Trapping Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Kicking and Trapping
PO 6. Uses practice time wisely and appropriately.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Catching and Throwing Circuit • Paddle Circuit • Dribbling, Volleying, and Striking Circuit • Kicking and Trapping Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Kicking and Trapping
Concept 2: Social Behavior			
PO 1. Works in a diverse group setting without interfering with	Games Rubric Recess Rubric	<ul style="list-style-type: none"> • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
others.		<ul style="list-style-type: none"> • Paddle Circuit • Dribbling, Volleying, and Striking Circuit • Kicking and Trapping Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Kicking and Trapping
PO 2. Accepts all classmates without regard to personal differences.	<ul style="list-style-type: none"> • Building a Foundation Rubric • 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
PO 3. Demonstrate the elements of socially acceptable conflict resolution during class activity.	<ul style="list-style-type: none"> • Games Rubric • Parachute Rubric 	<ul style="list-style-type: none"> • The Great Race • Houdini Hoops • Capture the Orb 	<ul style="list-style-type: none"> • Parachute • ASAP • Parachute
PO 4. Shows compassion for others by helping them.	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops • Changing Places • Line Boogie 	<ul style="list-style-type: none"> • Games • Parachute • Manipulatives
PO 5. Takes turns willingly with others.	Games Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Soccer Golf • Frogs Across the Pond 	<ul style="list-style-type: none"> • Catching and Throwing • Kicking and Trapping • ASAP

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Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Values Physical Activity			
PO 1. Identify several physical activities that are enjoyable.	Sample debrief question: <i>What are some of your favorite physical activities?</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
PO 2. Exhibit both verbal and non-verbal expressions of enjoyment.	Games Rubric	<ul style="list-style-type: none"> • Emotion Motion • Showtime • Houdini Hoops 	<ul style="list-style-type: none"> • ASAP • Balance, Stunts, and Tumbling • Games
PO 3. Participates in new skills and movement activities.	Create a Dance Rubric	<ul style="list-style-type: none"> • Stunts Circuit • Create a Dance • Animal Balancing Act 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Dance • Balance, Stunts, and Tumbling
PO 4. Continue to participate when not successful.	Games Rubric	<ul style="list-style-type: none"> • Scarf Juggling Lead-up • Partner Throw and Catch Challenges • Straddleball 	<ul style="list-style-type: none"> • Manipulatives • Catching and Throwing • Dribbling, Volleying, and Striking
PO 5. Express positive feelings on	Games Rubric	<ul style="list-style-type: none"> • Weight Transfer 	<ul style="list-style-type: none"> • Balance, Stunts, and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
progress made while learning a new movement skill.		and Rolls <ul style="list-style-type: none">• Individual Rope Jumping I• Striking with Paddles	Tumbling <ul style="list-style-type: none">• Jumping• Dribbling, Volleying, and Striking

SPARK Alignment with Arizona Physical Education Standards

Grade 3-6 (2007 Version)

Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Fundamental Movement Skills			
PO 1. Demonstrate locomotor movements within game and modified sport activities.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Mini-Basketball 	<ul style="list-style-type: none"> • Soccer • Hockey • Basketball
PO 2. Demonstrate nonlocomotor movements within game and modified sport activities.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Stroke Shadow • Intro to Serve • Tetherball 	<ul style="list-style-type: none"> • Racquets and Paddles • Volleyball • Recess Activities
PO 3. Apply concepts of spatial awareness in physical activities.	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • 9 Grid Basketball • Keep Away • Capture the Flag 	<ul style="list-style-type: none"> • Basketball • Soccer • Aerobic Games
PO 4. Balance and transfer weight on a variety of objects.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Stunts and Tumbling Circuit • Create A Routine • Partner Switcheroo Stunt Hunt 	Stunts and Tumbling
PO 5. Apply the skills of chasing, fleeing, and evading to avoid others in a game situation.	Chasing and Fleeing Performance Rubric	<ul style="list-style-type: none"> • Defense! • Partner Tag • Offense/Defense 	<ul style="list-style-type: none"> • Hockey • Chasing and Fleeing • ASAP
PO 6. Perform a variety of manipulative skills at an age-appropriate level.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Intro to Forearm Pass • Target Throw 	<ul style="list-style-type: none"> • Volleyball • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Backhand Drills 	<ul style="list-style-type: none"> • Flying Disc
Concept 2: Rhythmic Movement			
PO 1. Perform a sequence of movement skills to a rhythm.	Create a Dance	<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
Concept 3: Complex or Specialized Movement Skills			
PO 1. Dribble and pass a variety of objects around stationary objects.	Basketball/Soccer/Hockey Key Performance Rubrics	<ul style="list-style-type: none"> • Dribbling Drills • Round Up • Hockey Hoopla 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
PO 2. Dribble and pass to a moving target or partner (hands and feet).	Soccer/Hockey Performance Rubrics	<ul style="list-style-type: none"> • Defense! • Keep Away • Keep Away 	<ul style="list-style-type: none"> • Soccer • Basketball • Soccer
PO 3. Apply offensive and defensive strategies in game situations.	Aerobic Games	<ul style="list-style-type: none"> • Raiders of the Ark • Quidditch • Mini-Hockey 	<ul style="list-style-type: none"> • Aerobic Games • Aerobic Games • Hockey
PO 4. Evaluate critical elements of a basic movement made by a fellow student and provide feedback to that student.	Stunts and Tumbling Learning Log	<ul style="list-style-type: none"> • Add-On • Partner Throw and Catch • Fun and Flexibility with a Friend 	<ul style="list-style-type: none"> • Stunts and Tumbling • Softball • Fitness Challenges

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Grade 3-6 (2007 Version)

Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Movement Concepts			
PO 1. Describe similarities and differences of a few fundamental skills.	Sample debrief questions: <ul style="list-style-type: none"> • <i>How are the movements used to perform an underhand throw and the underhand volleyball serve similar?</i> • <i>What are the similarities when dribbling a ball with and without someone guarding you? What are the differences?</i> 	<ul style="list-style-type: none"> • Intro to Serve • Serving Challenges • Shower Service 	Volleyball
PO 2. Describe correct form when performing physical fitness activities.	Sample debrief question: <i>Describe the</i>	<ul style="list-style-type: none"> • Intro to Forearm Pass • Passing Pairs 	Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>important body positions used in a forearm pass.</i>	<ul style="list-style-type: none"> Group Passing Challenges 	
Concept 2: Scientific Principles			
PO 1. List physiological indicators of exercise.	Fitness Circuits Think About...	<ul style="list-style-type: none"> Aerobic Capacity Circuit Moving for Time Figure 8 Walk/Jog 	<ul style="list-style-type: none"> Fitness Circuits Map Challenges Walk, Jog, Run Activities
PO 2. Identify and explain the importance of the following: warm-up, cool-down, FITT principle.	<p>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></p>	<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
PO 3. Identify examples of moderate and vigorous physical activity.	Walk/Jog/Run Think About	<ul style="list-style-type: none"> Inside/Outside Walk/Jog Moving Around the Track 4 Corners 	<ul style="list-style-type: none"> Walk/Jog/Run Map Challenges ASAP
PO 4. List and define the components of health-related physical fitness.	<ul style="list-style-type: none"> Sample debrief question: <i>What are the five</i> 	<ul style="list-style-type: none"> Body Composition Circuit 	<ul style="list-style-type: none"> Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>components of health-related fitness? Can you give an example of each?</i></p> <ul style="list-style-type: none"> • Fitness Circuits Think About... 	<ul style="list-style-type: none"> • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
<p>PO 5. Demonstrate exercises that can improve each component of health-related fitness.</p>	<p>Sample debrief question: <i>What are the five components of health-related fitness? Can you give an example of each?</i></p>	<ul style="list-style-type: none"> • Mixed Fitness Circuit • Fitness Grid • Partner Mixed Fitness Challenges 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges
<p>PO 6. Name and locate large muscle groups.</p>	<p>Sample debrief questions: <i>Which muscles are you using when you perform abdominal curls?</i> <i>Point to your tricep, or what is the name of the muscle in the back of your upper arm?</i></p>	<ul style="list-style-type: none"> • Partner Muscular Strength and Endurance • Exercise Band Activities • Muscular Strength and Endurance Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Fitness Circuits
<p>PO 7. Demonstrate ability to find heart rate.</p>	<p>Sample debrief question: <i>How did your heart rate change when you were exercising as</i></p>	<ul style="list-style-type: none"> • Partner Aerobic Fitness Challenge • Sport Moves Aerobics • Tag Team 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Walk, Jog, Run

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>compared to your heart rate before you started? How did your heart rate change when you finished?</i>	Challenge	Activities
PO 8. Explain how to balance food intake with physical activity.	Sample debrief question: <i>Why does your body weight stay the same when the number of calories you take in is the same as the number of calories you expend? 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
PO 9. Explain how practice influences performance.	Sample debrief questions: <i>How often do you need to exercise to improve your aerobic endurance? For how long? How hard do you need to exercise? What types of exercises will improve your aerobic</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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>endurance?</i>		
PO 10. Identify a stress-relieving physical activity that is personally effective.	Sample debrief questions: <i>What physical activities are effective in helping you to relieve stress?</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
PO 11. Analyze sun safe practices.	Not specifically addressed in SPARK 3-6		
Concept 3: Strategies and Tactics			
PO 1. Explain a strategy for a game play.	Sample debrief questions: <i>How can you create more space between yourself and the person guarding you?</i> <i>How can changing speed and direction allow you to move away from another person?</i>	<ul style="list-style-type: none"> • Defense! • Partner Tag • Offense/Defense 	<ul style="list-style-type: none"> • Hockey • Chasing and Fleeing • ASAP
PO 2. Identify a tactic that improves game performance.	Sample debrief question: <i>What tip can you give that could help a teammate improve their game performance?</i>	<ul style="list-style-type: none"> • Raiders of the Ark • Capture the Flag • Quidditch 	Aerobic Games
PO 3. Apply a tactic that improves game performance.	Aerobic Games Performance Rubrics	<ul style="list-style-type: none"> • Mini-Soccer 	<ul style="list-style-type: none"> • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none">• Mini-Hockey• Mini-Basketball	<ul style="list-style-type: none">• Hockey• Basketball

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Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Movement Concepts			
PO 1. Engage in instructionally-appropriate moderate to vigorous physical activity for at least 50% of structured physical education classes.	Group Fitness Performance Rubric	<ul style="list-style-type: none"> • Aerobic Dance • Sport Moves Aerobics • Bench Step Basics 	Group Fitness
PO 2. Engage in a balance of health-related activities during structured physical education classes.	Group Fitness Performance Rubric	<ul style="list-style-type: none"> • Mixed Fitness Circuit • Fitness Grids • Partner Mixed Fitness Challenge 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges
Concept 2: Physical Activity Outside the Physical Education Program			
PO 1. Participate regularly in physical activity that develops a healthy lifestyle.	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
PO 2. Participate in a variety of moderate to vigorous games, activities, or dance sequences.	Group Fitness Performance Rubric	<ul style="list-style-type: none"> • Aerobic Dance • Sport Moves Aerobics • Bench Step Basics 	Group Fitness
PO 3. Accumulate 60 minutes per	Map Challenges	<ul style="list-style-type: none"> • Moving Around 	<ul style="list-style-type: none"> • Map Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
day of moderate activity on all or most days of the week.	Mileage Chart	the Track <ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Walk/Jog Switcheroo 	<ul style="list-style-type: none"> • Fitness Challenges • Walk, Jog, Run Activities
PO 4. Demonstrate an active lifestyle through documentation of daily activity.	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

SPARK Alignment with Arizona Physical Education Standards

Grade 3-6 (2007 Version)

Strand 4: Achieve and maintain a health-enhancing level of physical fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Health-Related Fitness			
PO 1. Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition.	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Personal Best Day • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits
PO 2. Evaluate personal fitness and practice goal setting with the aid of the teacher.	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Personal Best Day • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits
PO 3. Participate in a variety of fitness activities designed to enhance personal fitness.	Fitness Circuits Think About...	<ul style="list-style-type: none"> • Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits

SPARK Alignment with Arizona Physical Education Standards

Grade 3-6 (2007 Version)

Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Personal Behavior			
PO 1. Act in a safe manner during physical activity.	Recess Activities Performance Rubric	<ul style="list-style-type: none"> • 4-Corner Scramble • Flag Tag • VIP Tag 	<ul style="list-style-type: none"> • Recess Activities • Recess Activities • Chasing and Fleeing
PO 2. Follow safety protocols during physical activity.	Recess Activities Performance Rubric	<ul style="list-style-type: none"> • 4-Corner Scramble • Flag Tag • VIP Tag 	<ul style="list-style-type: none"> • Recess Activities • Recess Activities • Chasing and Fleeing
PO 3. Remains on task while working independently.	Are You Part of the Cast? Cooperative All-Star Teammate—Self Check	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Basketball Skills Stations • Stunts and Tumbling Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Basketball • Stunts and Tumbling
PO 4. Accept decisions regarding personal rule infraction without displaying negative reactions toward others.	Are You Part of the Cast? Cooperative All-Star Teammate—Self Check	<ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Mini-Basketball 	<ul style="list-style-type: none"> • Soccer • Hockey • Basketball
PO 5. Assess and take responsibility for his or her own behavior.	Are You Part of the Cast? Cooperative All-Star Teammate—Self Check	<ul style="list-style-type: none"> • Log Jam • Cooperative Volleyball 	<ul style="list-style-type: none"> • Cooperative Games and Initiatives • Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Check	<ul style="list-style-type: none"> • Group Trick Circuit 	<ul style="list-style-type: none"> • Movement Bands
Concept 2: Social Behavior			
PO 1. Work cooperatively with a partner, small group, or class.	Are You Part of the Cast? Cooperative All-Star Teammate—Self Check	<ul style="list-style-type: none"> • Survivor Challenge • Group Juggling • Cooperative Volleyball 	<ul style="list-style-type: none"> • Fitness Challenges • Cooperative Games and Initiatives • Volleyball
PO 2. Demonstrate respect and caring for peers through verbal and non-verbal encouragement and assistance.	Are You Part of the Cast? Cooperative All-Star Teammate—Self Check	<ul style="list-style-type: none"> • Movement Band Circuit (Group Tricks) • Flying Disc 3-Catch Game • Group Jump Rope Challenge 	<ul style="list-style-type: none"> • Movement Bands • Flying Disc • Jump Rope
PO 3. Resolve conflicts in a socially acceptable manner.	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Capture the Flag • Mini-Basketball • Mini-Hockey 	<ul style="list-style-type: none"> • Aerobic Games • Basketball • Hockey
PO 4. Participate in establishing rules and procedures that are safe and effective for specific activities.	Are You Part of the Cast? Cooperative All-Star Teammate—Self Check	<ul style="list-style-type: none"> • Create a Game • Create a Routine • Survivor Challenge 	<ul style="list-style-type: none"> • Softball • Movement Bands • Fitness Challenges
PO 5. Encourage others and refrain from put-down statements.	Are You Part of the Cast? Cooperative All-Star Teammate—Self Check	<ul style="list-style-type: none"> • Stepping Stones • Log Jam • Survivor Challenge 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Fitness Challenges

SPARK Alignment with Arizona Physical Education Standards

Grade 3-6 (2007 Version)

Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Values Physical Activity			
PO 1. Identify at least one enjoyable activity in which he/she regularly participates.	Sample debrief question: <i>Name a physical activity that you enjoy doing on a regular basis.</i>	<ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Mini-Basketball 	<ul style="list-style-type: none"> • Soccer • Hockey • Basketball
PO 2. Identify positive feelings associated with participation in physical activities.	Sample debrief question: <i>How do you feel during and after a workout?</i>	<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
PO 3. Actively participate in group physical activities.	Fitness Challenges Performance Rubric	<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
PO 4. Select and practice a skill on which development is needed.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Those Tricky Transitions • Jump Rope Add-On • Batting Practice 	<ul style="list-style-type: none"> • Stunts and Tumbling • Jump Rope • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
PO 5. Participates in a broadened and challenging array of physical activities.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Aerobic Dance • Sport Moves Aerobics • Bench Step Basics 	Group Fitness

SPARK Alignment with Arizona Physical Education Standards

Grade 6-8 MS (2011 Version)

Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Fundamental Movement Skills			
PO 1. Effectively employ age-appropriate fundamental movement skills in order to successfully participate in a variety of modified physical activities.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Performance Rubrics • Peer Coaching 	<ul style="list-style-type: none"> • Modified Team Handball • 7V7 Modified Softball • Mini-Soccer 	<ul style="list-style-type: none"> • World Games • Softball • Soccer
Concept 2: Rhythmic Movement			
PO 1. Design and perform a variety of rhythmic activities that combine refinement of specialized skills.	<ul style="list-style-type: none"> • Stunts and Tumbling Create a Routine • Jump Rope Create a Routine • Dance Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling Buffet • Create a Routine • Create a Poco Loco 	<ul style="list-style-type: none"> • Stunts and Tumbling • Jump Rope • Dance

Concept 3: Complex or Specialized Movement Skills

PO 1. Identify the critical elements of a skill.	Specific Unit Self-Check, Peer Coach	<ul style="list-style-type: none"> • Throw for Accuracy and Distance • Advanced Shots Circuit • Forearm Pass (Bump) 	<ul style="list-style-type: none"> • Flying Disc • Handball • Volleyball
PO 2. Demonstrate improved skills by applying the critical elements to competent performance.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Introduction to the Serve • Introduction to the Handball Serve • Serving Challenges 	<ul style="list-style-type: none"> • Racquets and Paddles • Handball • Volleyball
PO 3. Demonstrate proficiency (basic skills, strategies and rules) in at least three different movement forms.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Performance Rubrics • Peer Coaching 	<ul style="list-style-type: none"> • Modified Team Handball • 7V7 Modified Softball • Mini-Soccer 	<ul style="list-style-type: none"> • World Games • Softball • Soccer
PO 4. Effectively maintain possession of a ball during a modified invasion game.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Quick-Play Mini-Football 	<ul style="list-style-type: none"> • Soccer • Hockey • Football
PO 5. Effectively uses ball placement to create scoring opportunities during a modified net/court game.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • 3-on-3 Basketball • Mini-Hockey • Mini-Soccer 	<ul style="list-style-type: none"> • Basketball • Hockey • Soccer
PO 6. Adequately employs off-the-ball movement.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Zone Defense • 2-Minute Drill 	<ul style="list-style-type: none"> • Soccer • Hockey • Football

SPARK Alignment with Arizona Physical Education Standards

Grade 6-8 MS (2011 Version)

Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Movement Concepts			
PO 1. Correctly identify and correct errors in personal performance when completing a physical skill based on knowledge of results.	Sample debrief question: <i>What do you need to do if your Frisbee flies up and returns to you rather than flying toward the target?</i>	<ul style="list-style-type: none"> • Disc Golf • Target Golf • Bullseye and Long Shot 	<ul style="list-style-type: none"> • Flying Disc • Golf • Soccer
PO 2. Correctly identify and perform similarities in athletic ready positions as used in at least four different sports or specialized physical activities.	Sample debrief question: <i>How can you apply your racquet skills to handball? To volleyball?</i>	<ul style="list-style-type: none"> • Introduction to the Serve • Introduction to the Handball Serve • Serving Challenges 	<ul style="list-style-type: none"> • Racquets and Paddles • Handball • Volleyball
PO 3. While observing advanced performers in a skill or sport activity, correctly evaluate basic aspects of performance.	Specific Unit Peer Coaching	<ul style="list-style-type: none"> • Advanced Progressions • Advanced Shots • Sepak Takraw 	<ul style="list-style-type: none"> • Stunts and Tumbling • Handball • World Games

Concept 2: Scientific Principles

<p>PO 1. Monitor and record personal physical activity levels.</p>	<ul style="list-style-type: none"> • Pedometer Tracking Log • Heart Rate Monitor Log • <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 	<p style="text-align: center;">Fitness</p> <p style="text-align: center;">SPARKfit Personally Fit (SPARKfamily.org)</p>
<p>PO 2. Identify and apply warm-up, cool-down, FITT principles in a physical activity program.</p>	<p>Sample debrief question: <i>How would you use the principle of overload to safely improve your muscular strength?</i></p>	<ul style="list-style-type: none"> • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Fitness in the Middle 	<p style="text-align: center;">Fitness</p> <p style="text-align: center;">SPARKfit Personally Fit (SPARKfamily.org)</p>
<p>PO 3. Design proper warm up and cool down techniques for a variety of physical activities.</p>	<p>Sample debrief question: <i>What should be included in a proper warm-up? What should be included in a proper cool-down?</i></p>	<ul style="list-style-type: none"> • Range of Motion • Individual Warm-Up Routines • Partner Warm-Up Routines 	<ul style="list-style-type: none"> • Fitness • Jump Rope • Jump Rope
<p>PO 4. Evaluate examples of moderate and vigorous physical activity.</p>	<p><i>Create A Routine (Fitness Aerobic Capacity) Extension:</i></p>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit 	<p style="text-align: center;">Fitness</p>

	<i>Heart Rate Monitors</i>	<ul style="list-style-type: none"> • Heart Rate Highway • Daytona 2000 • Create a Routine (Aerobic Capacity) 	
PO 5. Analyze results from criterion referenced health-related fitness assessment.	SPARKfit Personally Fit (SPARKfamily.org)		
PO 6. Develop beginning level plans aimed at developing/maintaining health enhancing behaviors.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Fitness in the Middle • Balancing Strength and Flexibility • Body Composition Circuit 	Fitness SPARKfit Personally Fit (SPARKfamily.org)
PO 7. Explain a stress relieving physical activity that is personally effective.	Sample debrief question: <i>What are some activities you have used that are effective in relieving stress?</i>	<ul style="list-style-type: none"> • Introduction to Yoga • Introduction to Pilates 	<ul style="list-style-type: none"> • Fitness • Fitness

Concept 3: Strategies and Tactics

<p>PO 1. Design appropriate practice procedures and plans aimed at developing/improving technical motor skills and movement patterns correctly.</p>	<p>Sample debrief question: <i>How do you apply rotation principles when performing a cartwheel? Throwing a disc?</i></p>	<ul style="list-style-type: none"> • Advanced Progressions • Shot Put • Disc Throwing Stations 	<ul style="list-style-type: none"> • Stunts and Tumbling • Track • Flying Disc
<p>PO 2. Design a new game that incorporates at least two motor skills, rules, strategies, tactics, and can be played fairly by ALL students including those with disabilities.</p>	<p>Create a Game Task Card</p>	<ul style="list-style-type: none"> • Volleyball Xtreme 	<ul style="list-style-type: none"> • Volleyball
<p>PO 3. Demonstrate and explain at least two game tactics involved in modified game play.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Performance Rubrics • Peer Coaching 	<ul style="list-style-type: none"> • Modified Team Handball • 7V7 Modified Softball • Mini-Soccer 	<ul style="list-style-type: none"> • World Games • Softball • Soccer

SPARK Alignment with Arizona Physical Education Standards

Grade 6-8 MS (2011 Version)

Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Movement Concepts			
PO 1. Participate in instructionally-appropriate moderate to vigorous physical activity for at least 50% of a structured physical education class.	<ul style="list-style-type: none"> • Specific Unit Performance Rubrics • <i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension:</i> • <i>Heart Rate Monitors</i> 	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Daytona 2000 • Create a Routine (Aerobic Capacity) 	Fitness
PO 2. Engage in a balance of health- and skill-related activities during structured physical education classes.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Volleyball Stations • Aerobic Capacity Circuit • Body Composition Circuit 	<ul style="list-style-type: none"> • Volleyball • Fitness • Fitness

Concept 2: Physical Activity Outside the Physical Education Program

<p>PO 1. Accumulate 60 minutes (1 hour) or more of a variety of physical activity daily that contribute to aerobic fitness, muscle strengthening, and bone strengthening activities.</p>	<ul style="list-style-type: none"> • Pedometer Log • Personally Fit Activity Challenge: • In the Mood to Move 	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Introduction to Yoga • Introduction to Pilates • Combining Aerobic Capacity and Flexibility • Body Composition Circuit • 	<p>Fitness</p>
<p>PO 2. Demonstrate an active lifestyle through documentation of daily activity.</p>	<ul style="list-style-type: none"> • Pedometer Log • Personally Fit Activity Challenge: In the Mood to Move 	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	<p>SPARKfamily.org</p>

SPARK Alignment with Arizona Physical Education Standards

Grade 6-8 MS (2011 Version)

Strand 4: Achieve and maintain a health-enhancing level of physical fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Health-Related Fitness			
PO 1. Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition.	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics 	<ul style="list-style-type: none"> • SPARKfit • Personally Fit 	SPARKfamily.org
PO 2. Maintains or progresses toward age- and gender-appropriate levels of performance on a criterion-referenced health-related fitness assessment.	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics 	<ul style="list-style-type: none"> • SPARKfit • Personally Fit 	SPARKfamily.org
PO 3. Participate in a variety of fitness activities designed to enhance fitness levels.	<ul style="list-style-type: none"> • Heart Rate Monitor Log • <i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i> 	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Basic Exercise Techniques • Fitness in the Middle 	Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none">• Resistance Band Workout• Stability Ball and Medicine Ball Workout• Combining Aerobic Capacity and Flexibility• Body Composition Circuit• Body Composition BINGO• Build a Pyramid• Nutrition Team Challenge• Fruit Smoothie	

Concept 2: Physical Activity Outside the Physical Education Program

<p>PO 1. Accumulate 60 minutes (1 hour) or more of a variety of physical activity daily that contribute to aerobic fitness, muscle strengthening, and bone strengthening activities.</p>	<ul style="list-style-type: none"> Pedometer Log Personally Fit <p>Activity Challenge:</p> <ul style="list-style-type: none"> In the Mood to Move 	<ul style="list-style-type: none"> Gotta Have Heart Aerobic Capacity Circuit Heart Rate Highway Basic Exercise Techniques Fitness in the Middle Resistance Band Workout Stability Ball and Medicine Ball Workout Range of Motion Circuit Balancing Strength and Flexibility Circuit Introduction to Yoga Introduction to Pilates Combining Aerobic Capacity and Flexibility Body Composition Circuit 	<p>Fitness</p>
<p>PO 2. Demonstrate an active lifestyle through documentation of daily activity.</p>	<ul style="list-style-type: none"> Pedometer Log Personally Fit <p>Activity Challenge:</p> <p>In the Mood to Move</p>	<ul style="list-style-type: none"> Personally Fit SPARKfit 	<p>SPARKfamily.org</p>

SPARK Alignment with Arizona Physical Education Standards

Grade 6-8 MS (2011 Version)

Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Personal Behavior			
PO 1. Exhibit self-control that requires minimal teacher supervision during class activities.	<ul style="list-style-type: none"> • Cooperatives Self-Check • Cooperatives Performance Rubric 	<ul style="list-style-type: none"> • Trust and Technology • Team Events 	<ul style="list-style-type: none"> • The First 5 Lessons • Each Unit
PO 2. Correctly utilizes appropriate safety equipment.	<ul style="list-style-type: none"> • Cooperatives Self-Check • Cooperatives Performance Rubric 	<ul style="list-style-type: none"> • Stability Ball and Medicine Ball • Advanced Progressions • Shot Put 	<ul style="list-style-type: none"> • Fitness • Stunts and Tumbling • Track and Field
PO 3. Correctly follow safety protocols in physical education content areas at all times.	Cooperatives Performance Rubric	<ul style="list-style-type: none"> • Responsibility and Routines • Respect and Roll-Taking • Stability Ball and Medicine Ball • Advanced Progressions 	<ul style="list-style-type: none"> • The First 5 Lessons • Fitness • Stunts and Tumbling
PO 4. Participate positively in class activities.	<ul style="list-style-type: none"> • Cooperatives Self-Check 	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure 	Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • Cooperatives Performance Rubric 	Race <ul style="list-style-type: none"> • Final Cooperative Adventure Race • Team Events (Each Unit) 	
PO 5. Demonstrate cooperation relative to general class rules and routines.	<ul style="list-style-type: none"> • Cooperatives Self-Check • Cooperatives Performance Rubric 	<ul style="list-style-type: none"> • Responsibility and Routines • Acceptance and Super Grouping 	<ul style="list-style-type: none"> • The First 5 Lessons • The First 5 Lessons
PO 6. Demonstrate perseverance in dealing with difficult skills, game situations and social interactions.	<ul style="list-style-type: none"> • Cooperatives Self-Check • Cooperatives Performance Rubric 	<ul style="list-style-type: none"> • Problem-Solver Adventure Race • Radioactive River • Karrimor International Mountain Marathon 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

Concept 2: Social Behavior

<p>PO 1. Work productively and effectively with classmates.</p>	<p>Cooperatives Task Card (Peer Coach, Cooperatives)</p>	<ul style="list-style-type: none"> • Fun and Fitness Circuit • Perimeter Move • 5-Spot Warm-Up • Human Pizza • Rock, Paper, Scissors 	<ul style="list-style-type: none"> • ASAP • ASAP • ASAP • Cooperatives • Cooperatives
<p>PO 2. Demonstrate respect and cooperation toward all classmates, teacher, equipment and facilities across all settings.</p>	<ul style="list-style-type: none"> • Cooperatives Self-Check • Cooperatives Performance Rubric • Cooperatives Peer Coach 	<ul style="list-style-type: none"> • Moon Ball • Centepede Pass • Adventure Racing 101 • Poker Adventure Race • Flag Grab • Hoopla Adventure Race 	<p style="text-align: center;">Cooperatives</p>
<p>PO 3. Employ appropriate conflict resolution strategies at times of interpersonal conflicts.</p>	<ul style="list-style-type: none"> • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Final Cooperative Adventure Race • Cross the Great Divide • Indiana Jones 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
<p>PO 4. Effectively work in group activities toward common goals.</p>	<ul style="list-style-type: none"> • Cooperatives Self-Check • Cooperatives Performance Rubric • Cooperatives Peer Coach 	<ul style="list-style-type: none"> • Moon Ball • Turnstile • Cross the Pond 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

SPARK Alignment with Arizona Physical Education Standards

Grade 6-8 MS (2011 Version)

Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Values Physical Activity			
PO 1. Demonstrate enjoyment during and/or after engaging in physical activity.	<ul style="list-style-type: none"> • Sample debrief question: <i>How did you feel while participating in the activity? After?</i> • Cooperatives Self-Check 	<ul style="list-style-type: none"> • Fun and Fitness Circuit • Create a Hip Hop Routine • Kin-Ball Sport 	<ul style="list-style-type: none"> • ASAP • Dance • World Games
PO 2. Engage in physical activity for personal, social, and/or health benefits beyond the Physical Education program.	<ul style="list-style-type: none"> • Pedometer Log • Personally Fit Activity Challenge: In the Mood to Move 	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	SPARKfamily.org
PO 3. Demonstrates interest/willingness to learn more about or try new activities or challenges.	World Games Performance 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
PO 4. Identify obstacles to regular participation.	Sample debrief questions:	<ul style="list-style-type: none"> • Personally Fit • SPARKfit 	SPARKfamily.org

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>What are some appropriate physical activities you can perform if your fitness program is disrupted by inclement weather, travel, etc.? What are some things you can do to increase the amount of physical activity you get in your every-day routines?</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
9-12			
STANDARD 1 Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.	Choreography Project	<ul style="list-style-type: none"> • Jump Rope • Line Dance • Tinikling/Jump Bands 	<ul style="list-style-type: none"> • Jump Rope • Line Dance • Tinikling/Jump Bands
STANDARD 2 Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.	Weight Room and Fitness Lab Safety Test	<ul style="list-style-type: none"> • Power Stretching/Yoga • Pilates • Personal Fitness Program 	<ul style="list-style-type: none"> • Power Stretching/Yoga • Pilates • Personal Fitness Program
STANDARD 3 Students exhibit a physically active lifestyle.	Dance Assessment	<ul style="list-style-type: none"> • 5, 6, 7, 8 • Pilates/Yoga • Troika 	<ul style="list-style-type: none"> • Dance • Pilates/Yoga • Dance
STANDARD 4 Students achieve and maintain a health-enhancing level of physical	Jump Rope Routine Score Sheet	<ul style="list-style-type: none"> • Jump Rope • Volleyball • Dance 	<ul style="list-style-type: none"> • Jump Rope • Volleyball • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
fitness.			
STANDARD 5 Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.	Teambuilding Response Journal	<ul style="list-style-type: none"> • Two by Four Shuffle • Spider’s Web • Warp Speed 	<ul style="list-style-type: none"> • Cooperatives/Team building • Cooperatives/Team building • Cooperatives/Team building
STANDARD 6 Students demonstrate understanding and respect for differences among people in physical activity settings.	Teambuilding Response Journal	<ul style="list-style-type: none"> • Everybody Up • Gordian Knot • Trolleys 	<ul style="list-style-type: none"> • Cooperatives/Team building • Cooperatives/Team building • Cooperatives/Team building
STANDARD 7 Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> • Power Stretching/Yoga • Pilates • Personal Fitness Program 	<ul style="list-style-type: none"> • Power Stretching/Yoga • Pilates • Personal Fitness Program

SPARK Alignment with Arizona Physical Education Standards

Grade 9-12 (HS 2011 Version)

Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 2: Rhythmic Movement			
PO 1. Design and perform a variety of rhythmic activities that combine refinement of specialized skills.	Dance Personal Best Assessment	<ul style="list-style-type: none"> • Create a Hip Hop Routine • iFreestyle Aerobics • iCardio Kickboxing 	<ul style="list-style-type: none"> • Dance • Group Fitness • Group Fitness
Concept 3: Complex or Specialized Movement Skills			
PO 1. Demonstrate competency (basic skills, strategies and rules) in an increasing number of more complex versions of at least three different movement forms.	Specific Unit Personal Best Assessments	<ul style="list-style-type: none"> • Volley-Call 1 • S-P-A-C-E Out! • I Got Your Back 	<ul style="list-style-type: none"> • Volleyball • Hockey • Badminton
PO 2. When engaged in peer teaching, adequately apply knowledge about skill/s to reinforce or correct one's own performance.	Fun-day-mentals Jigsaw Notes	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Football • Flying Disc: Ultimate • Soccer
PO 3. Evaluate the critical elements of a skill.	SPARK Unit Written Tests Fun-day-mentals Jigsaw Notes	<ul style="list-style-type: none"> • Basketball Adventure Race • Cricket Personal Best • Fun-day-mentals 	<ul style="list-style-type: none"> • Basketball • World Games • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Jigsaw	
PO 4. Compare and contrast the strengths and weaknesses of highly skilled performances.	Specific Unit Fun-day-mentals Jigsaw Notes	<ul style="list-style-type: none"> Event: Dance Olympics 	Dance
PO 5. Apply discipline-specific information to individual performance.	Personal Best Assessments	Fun-day-mentals Jigsaw	<ul style="list-style-type: none"> Softball Soccer Basketball
PO 6. Demonstrate the biomechanical concepts and principles of a skill/set of skills.	SPARK Unit Written Tests Fun-day-mentals Jigsaw Notes	Fun-day-mentals Jigsaw	<ul style="list-style-type: none"> Volleyball Flying Disc: Ultimate Badminton
PO 7. Use coaching information (self, peer, teacher, video) to improve performance.	Fun-day-mentals Jigsaw Notes	Fun-day-mentals Jigsaw	<ul style="list-style-type: none"> World Games Football Softball
PO 8. Design a plan for self-improvement of a specific movement skill.	Personal Best Assessments	<ul style="list-style-type: none"> Basketball Personal Best Hockey Personal Best Badminton Personal Best 	<ul style="list-style-type: none"> Basketball Hockey Badminton

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Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Movement Concepts			
PO 1. Research and critique highly skilled performers or performances.	Specific Unit Fun-day-mentals Jigsaw Notes	Studio Showdown (SPARK Event)	Group Fitness
PO 2. Incorporate the principles of biomechanics and kinesiology to the personal fitness program.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Create Your Own ST Program • HIIT Basic Training 	<ul style="list-style-type: none"> • Strength Training • Group Fitness
Concept 2: Scientific Principles			
PO 1. Explain and apply the principles of training.	Fitness Unit Test Create a Routine/ Program	Create Your Own ST Program	Strength Training
PO 2. Compare and contrast personal physical activity levels to the national physical activity levels recommended for adolescents.	Fitness Personal Best Assessment	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking
PO 3. Identify and explain how different physical activities contribute to specific health-related and/or skill-related physical fitness.	Fitness Unit Test	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking
PO 4. Demonstrate knowledge of physiological changes that result from physical activity participation	Fitness Unit Test	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
i.e., the heart, circulatory, respiratory and other systems as a result of active participation in sport.			
PO 5. Design a personal fitness program that 1) will lead to, or maintain, an acceptable level of health-related fitness and 2) is based on an understanding of training principles, individual skill levels and availability of resources. The plan will include: write program goals; design a program; follow the program; monitor and adjust program.	Personal Fitness Program Development	<ul style="list-style-type: none"> • Fitness Personal Best • iHIIT (High Intensity Interval Training) • Wellness Walking Personal Best • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking • Strength Training
PO 6. Explain the difference between facts and myths related to physical activity.	Fitness Unit Test	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking
PO 7. Identify and describe products that enhance or prohibit the levels of physical activity.	Group Fitness Think About...	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking
PO 8. Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment.	Group Fitness Think About...	Personal Fitness Program Development	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking
PO 9. Identify strategies for prevention and/or care of injuries that occur during physical activity.	Strength in Numbers Challenge (SFI-ST Certification)	Personal Fitness Program Development	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 3: Strategies and Tactics			
PO 1. Apply and evaluate appropriate practice procedures and plans aimed at developing/improving technical motor skills and movement patterns correctly.	Personal Best Assessments	Fun-Day-Mentals Jigsaw 101	SPARK HS PE 101
PO 2. Create and evaluate a new game that incorporates at least two motor skills, rules, strategies, tactics, and can be played fairly by ALL students including those with disabilities.	Create Your Own Game Task Cards	Event: The Crackerjack Classic (Option 1: Create & Play Your Own Game)	Softball
PO 3. Demonstrate and critique at least two game tactics involved in modified game play.	Fun-day-mentals Jigsaw Notes	<ul style="list-style-type: none"> • Serve, Then Defend • Battle Zone • Pump Up the Base 	<ul style="list-style-type: none"> • Volleyball • Flying Disc: Ultimate • Softball
PO 4. Select examples of tactics used in a game that lead to successful play.	Unit Written Tests	<ul style="list-style-type: none"> • Wicket Busters • Stack Out • The Pass & Go Show 	<ul style="list-style-type: none"> • World Games: Cricket • Flying Disc: Ultimate • Hockey

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Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Physical Activity in a Physical Education Program			
PO 1. Participate in instructionally-appropriate moderate to vigorous physical activity for at least 50% of a structured physical education class.	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
PO 2. Engage in a balance of health- and skill-related activities during structured physical education classes.	Fitness Personal Best Assessment Heart Rate Monitor Logs Pedometer Logs	<ul style="list-style-type: none"> Cardio Kickboxing Basic Training This is How We Roll Brain Boostin' Boogie 	<ul style="list-style-type: none"> Group Fitness Basketball Dance
PO 3. Participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle as per the Activity Pyramid Guidelines or the 2008 US Physical Activity Guidelines.	Heart Rate Monitor Logs Pedometer Logs	<ul style="list-style-type: none"> Aerobics Basic Training Basic Training: FUNctional Fitness Jigsaw Walking Circuits 	<ul style="list-style-type: none"> Group Fitness Strength Training Wellness Walking
Concept 2: Physical Activity Outside the Physical Education Program			
PO 1. Demonstrate an active lifestyle through documentation of	Heart Rate Monitor Logs	<ul style="list-style-type: none"> Event: Go the Distance 	<ul style="list-style-type: none"> Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
daily activities.	Pedometer Logs	<ul style="list-style-type: none"> • Create Your Own ST Program • iYoga 	<ul style="list-style-type: none"> • Strength Training • Group Fitness
PO 2. Demonstrates the ability to monitor and adjust activity to meet personal physical activity needs.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
PO 3. Participate in physical activities that contribute to the attainment of personal goals and the maintenance of lifetime wellness.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Cardio Kickboxing Basic Training • Walk-Jog-Run • Strength Training Adventure Race 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking

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Strand 4: Achieve and maintain a health-enhancing level of physical fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Health-Related Fitness			
PO 1. Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
PO 2. Interpret information from a nationally-recognized, criterion-referenced, health-related fitness assessment and develop a personal fitness profile on the basis of the fitness assessment results.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
PO 3. Achieve personal fitness goals based on principles of training.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
PO 4. Demonstrate ability to monitor and adjust a personal fitness program to meet individual needs and goals.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Wellness Walking
<p>PO 5. Compare and contrast safe and risky exercises and demonstrate safe exercise alternatives.</p>	<p>Fitness Unit Written Test</p>	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
<p>PO 6. Devise a plan to reduce risk and possible injury.</p>	<p>Fitness Personal Best Assessment</p>	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking

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Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Personal Behavior			
PO 1. Apply safe practices, rules, procedures and etiquette in all physical activity settings.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Not So Routine! • Adventure Race 101 • Game Day 101 	SPARK HS PE 101
PO 2. Act independently of peer pressure.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Not So Routine! • Adventure Race 101 • Game Day 101 	SPARK HS PE 101
PO 3. Initiate independent and responsible personal behavior in physical activity settings.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, 	<ul style="list-style-type: none"> • Score More! • 1-2-3's • Star Quest 	Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Woulda Character Ed Journaling Pages		
PO 4. Recognize the level of risk in various sports and activities.	Strength in Numbers Challenge (SFI-ST Certification)	<ul style="list-style-type: none"> • Strength Training Adventure Race • Event: Strength in Numbers 	Strength Training
Concept 2: Social Behavior			
PO 1. Participate in a learning group with a wide variety of diverse members.	Group Fitness Studio Showdown	<ul style="list-style-type: none"> • SPARK Event 101 • Badminton Adventure Race • Volleyball Adventure Race 	<ul style="list-style-type: none"> • SPARK HS PE 101 • Badminton • Volleyball
PO 2. Include persons from diverse backgrounds and abilities in physical activities.	Adventure Race	<ul style="list-style-type: none"> • Adventure Race 101 • Fun-day-mentals Jigsaw • Hockey Adventure Race 	<ul style="list-style-type: none"> • SPARK HS PE 101 • Soccer • Hockey
PO 3. Resolve conflict in appropriate ways.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling 	<ul style="list-style-type: none"> • SPARK Event 101 • Battle Zone • Game Day 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • Flying Disc: Ultimate • SPARK HS PE 101

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Pages		
PO 4. Take a leadership role and follow through, as appropriate, in order to accomplish group goals.	Create Your Own Freestyle Aerobics Routine Card	SPARK Fitness Instructor Certification/ Studio Showdown	Group Fitness
PO 5. Explain and create a physical activity that demonstrates a safe environment for self and others.	iCardio Kickboxing Think About...	<ul style="list-style-type: none"> • iCardio Kickboxing • iFreestyle Aerobics • iHITT 	Group Fitness
PO 6. Design & instruct a sports or fitness activity from a different ethnicity or culture.	World Games Fun-day-mentals Jigsaw Noted	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Cotton Eyed Joe Jigsaw • Event: The Crackerjack Classic (Option 1: Create & Play Your Own Game) 	<ul style="list-style-type: none"> • World Games: Cricket • Dance • Softball

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Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Concept 1: Values Physical Activity			
PO 1. Identify attitudes associated with regular participation in physical activity and/or fitness development activities.	Create Your Own Strength Training Program Think About...	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
PO 2. Select and participate in physical activities that are personally meaningful.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
PO 3. Examine the role motivation, prioritizing, dedication and self-discipline play in fitness development.	Create Your Own Strength Training Program Think About...	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
PO 4. Develop and implement a plan for personal fitness development/maintenance that considers the factors in PO 3.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Wellness Walking
<p>PO 5. Strategize ways to overcome obstacles to regular participation in physical activity.</p>	<p>Create Your Own Strength Training Program Think About...</p>	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
<p>PO 6. Explain how an understanding of self-efficacy and self-esteem is related to physical activity and the ability to use self-management skills necessary for developing both.</p>	<p>Personal Best Think About...</p>	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
<p>PO 7. Reflect upon the mental benefits of participation in physical activity.</p>	<p>Personal Best Think About...</p>	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
<p>PO 8. Examine one's own feelings in having accomplished personal fitness goals or failure to reach such goals.</p>	<p>Fitness Personal Best Assessment</p>	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Fitness Personal Best • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking