

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living Kindergarten <i>It is expected that students will:</i>			
A1 identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy)	Sample debrief questions: <i>What happens to your heart when you make it beat faster on a regular basis? Name two benefits you get from strengthening your muscles.</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
A2 identify physical activities they enjoy doing	Sample debrief question: <i>What are some of your favorite activities to play that make your heart beat faster? Why do you enjoy these 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
A3 identify the importance of food as fuel for physical activity	Sample debrief question: <i>How does eating healthy food help you to have a healthy</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK) 	<ul style="list-style-type: none"> • Games • Games • ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>body?</i>	It Up!)	
A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • 4 Corners • Locomotor Skills, Levels, and Directions 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Skills Kindergarten <i>It is expected that students will:</i>			
B1 perform movements in personal space while maintaining control	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Pathways and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)	Building a Foundation Rubric	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Basic Body Positions • Body Management and Balance 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: walk, run, jump or hop, body roll (e.g., log roll, shoulder roll)	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Weight Transfer and Rolls • 4 Corners 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • ASAP
B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: roll or slide an object toward a target, carry an object, two-handed throw of an object underhand toward a target	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Beanbag Exploration • Overhand Throw for Distance 	<ul style="list-style-type: none"> • Catching and Throwing • Manipulatives • Catching and Throwing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Safety, Fair Play, and Leadership Kindergarten <i>It is expected that students will:</i>			
C1 identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)	Recess Rubric	<ul style="list-style-type: none"> • Stunts Introduction • Chasing and Fleeing • Switcheroo 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Recess Activities
C2 follow rules and directions when participating in physical	Games Rubric	<ul style="list-style-type: none"> • The Freeze • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activities (e.g., stop on signal, listen to instructions before beginning activity)		<ul style="list-style-type: none"> • The Good Ship SPARK 	<ul style="list-style-type: none"> • ASAP
C3 work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops • Changing Places • Frog Crossing 	<ul style="list-style-type: none"> • Games • Parachute • Games

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living 1st Grade <i>It is expected that students will:</i>			
A1 describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends)	Sample 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!) 	Building a Foundation
A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)	Sample debrief question: <i>How do your heart and lungs work together when you are exercising?</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 • Games
A3 identify choices they can make to be more physically active	Sample debrief question: <i>What are some things you can do to get more exercise outside of school?</i>	<ul style="list-style-type: none"> • Home Plays • Switcheroo • Wall Ball 	<ul style="list-style-type: none"> • Various Units • Recess Activities • Recess Activities
A4 describe the importance of choosing healthy food as fuel for physical activity	Sample debrief question: <i>Why is it important to choose healthy food as a fuel for physical</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK) 	<ul style="list-style-type: none"> • Games • Games • ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>activity?</i>	It Up!)	
A5 identify physical activities they feel they do well	Sample debrief question: <i>Which activity in the circuit do you feel you do best?</i>	<ul style="list-style-type: none"> Manipulatives Circuit Dribbling, Volleying, and Striking Circuit Stunts Circuit 	<ul style="list-style-type: none"> Manipulatives Dribbling, Volleying, and Striking Balance, Stunts, and Tumbling
A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities	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

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Movement Skills 1st Grade <i>It is expected that students will:</i>			
B1 move through general space while maintaining control (e.g., walking in a circle in the same direction)	Building a Foundation Rubric	<ul style="list-style-type: none"> General Space and Creative Moves Catch and Chase Catch a Tail 	<ul style="list-style-type: none"> Building a Foundation Games Games
B2 change level of body position while maintaining control (e.g., high, medium, low)	Building a Foundation Rubric	<ul style="list-style-type: none"> Locomotor Skills, Levels, and Directions 	<ul style="list-style-type: none"> Building a Foundation
B3 demonstrate proper technique for performing specific locomotor	Building a Foundation Rubric	<ul style="list-style-type: none"> Locomotor Skills, Levels, and 	<ul style="list-style-type: none"> Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
movement skills including but not limited to the following: <ul style="list-style-type: none"> • skip • gallop or slide • two-foot stop 		Directions <ul style="list-style-type: none"> • 4 Corners • Locomotor Grab Bag 	<ul style="list-style-type: none"> • ASAP • ASAP
B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: <ul style="list-style-type: none"> • kick a stationary object • strike a stationary object with an implement • two-handed catch with trapping against body 	<ul style="list-style-type: none"> • Kicking and Trapping Rubric • Dribbling, Volleying, and Striking Rubric • Catching and Throwing Rubric 	<ul style="list-style-type: none"> • Kicking for Accuracy • Striking with Paddles • Partner Throw and Catch 	<ul style="list-style-type: none"> • Kicking and Trapping • Dribbling, Volleying, and Striking • Catching and Throwing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Safety, Fair Play, and Leadership 1st Grade <i>It is expected that students will:</i>			
C1 describe why safety guidelines for physical activity are important	Sample debrief question: <i>Why do we have safety rules in physical activities?</i>	<ul style="list-style-type: none"> • Stunts Introduction • Chasing and Fleeing • Switcheroo 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Recess Activities
C2 respond appropriately to	Games Rubric	<ul style="list-style-type: none"> • The Freeze 	<ul style="list-style-type: none"> • ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
instructions and safety guidelines when participating in physical activity		<ul style="list-style-type: none"> • Crazy Cones • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • ASAP
C3 work co-operatively with others during physical activity (e.g., taking turns, encouraging others)	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops • Changing Places • Frog Crossing 	<ul style="list-style-type: none"> • Games • Parachute • Games

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living 2nd Grade <i>It is expected that students will:</i>			
A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends)	Sample debrief questions: <i>Name two benefits you get from strengthening your muscles.</i> <i>How does exercise affect the strength of your bones?</i>	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	Building a Foundation
A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired)	Sample debrief question: <i>Was your heart rate the same before, during, and after you exercised? How did it change?</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
A3 describe the importance of food, water, and sleep as fuel for physical activity	Debrief question: <i>What does your body need to perform physical activities?</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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
A4 identify physical abilities they would like to develop	Sample debrief question: <i>Which activities in the circuit would you most like to improve?</i>	<ul style="list-style-type: none"> Manipulatives Circuit Dribbling, Volleying, and Striking Circuit Stunts Circuit 	<ul style="list-style-type: none"> Manipulatives Dribbling, Volleying, and Striking Balance, Stunts, and Tumbling
A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Skills 2nd Grade <i>It is expected that students will:</i>			
B1 move through general space, incorporating directional changes	Building a Foundation Rubric	<ul style="list-style-type: none"> General Space and Creative Moves Locomotor Skills, Levels, and Directions 4 Corners 	<ul style="list-style-type: none"> Building a Foundation Building a Foundation ASAP
B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following: <ul style="list-style-type: none"> rock and sway 	Building a Foundation Rubric	<ul style="list-style-type: none"> Movement Concepts Using Hoops Basic Body Positions Body Management 	<ul style="list-style-type: none"> Building a Foundation Balance, Stunts, and Tumbling Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<ul style="list-style-type: none"> • swing • step turn 		and Balance	
B3 demonstrate proper ready position for locomotor movement skills	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • 4 Corners • Locomotor Grab Bag 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: <ul style="list-style-type: none"> • one-handed throw underhand • two-handed catch without trapping against body 	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Partner Throw and Catch • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing

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Safety, Fair Play, and Leadership 2nd Grade <i>It is expected that students will:</i>			
C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within	Sample debrief question: <i>Why do we have safety rules in physical</i>	<ul style="list-style-type: none"> • Stunts Introduction • Chasing and Fleeing 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles)	<i>activities?</i>	<ul style="list-style-type: none"> • Switcheroo 	<ul style="list-style-type: none"> • Recess Activities
C2 follow established procedures and directions when participating in physical activity	Games Rubric	<ul style="list-style-type: none"> • The Freeze • Crazy Cones • The Good Ship SPARK 	<ul style="list-style-type: none"> • ASAP • Games • ASAP
C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops • Changing Places • Frog Crossing 	<ul style="list-style-type: none"> • Games • Parachute • Games

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living 3rd Grade <i>It is expected that students will:</i>			
A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones	Sample debrief question: <i>What are some changes that take place in your body when you consistently participate in sustained physical activities?</i>	<ul style="list-style-type: none"> • Mixed Fitness Circuit • Fitness Grids • Pedometer Activity 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Map Challenges
A2 describe healthy nutritional choices for physical activity	Sample debrief question: <i>Name some healthy foods that can help you improve your fitness performance.</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
A3 identify choices people can make to be more active	Sample debrief question: <i>What are some things you can do to get more exercise outside of school?</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
A4 identify the characteristics of	Sample debrief	<ul style="list-style-type: none"> • Survivor 	<ul style="list-style-type: none"> • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)	question: <i>Think about some physically active people you admire. What characteristics do they have in common?</i>	Challenge <ul style="list-style-type: none"> • Sport Moves Aerobics • Fitness Grids 	<ul style="list-style-type: none"> • Group Fitness • Fitness Circuits
A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities	Personal Best Day: My Personal Best Progress and Goals Card	<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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Skills 3rd Grade <i>It is expected that students will:</i>			
B1 demonstrate an ability to balance in a variety of activities	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> • Learning the Stunts • Stunts and Tumbling Circuit • Add-On 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
B2 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:	Stunts and Tumbling Rubric (Jumping and Landing)	<ul style="list-style-type: none"> • Track and Field • Perimeter Move • 4 Corners • Look, Learn and 	<ul style="list-style-type: none"> • Aerobic Games • ASAP • ASAP • Stunts and

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<ul style="list-style-type: none"> • running jump • leap 		Leave	Tumbling
<p>B3 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:</p> <ul style="list-style-type: none"> • pull or push an object • kick an object to a stationary target • trap an object with the foot • dribble an object with hands 	<p>Soccer Rubric</p> <p>Basketball Rubric</p>	<ul style="list-style-type: none"> • Trap, Pass, and Follow • Soccer Golf • Dribbling Drills 	<ul style="list-style-type: none"> • Soccer • Soccer • Basketball
<p>B4 perform selected non-locomotor and locomotor movement skills in sequence</p>	Create a Dance Rubric	<ul style="list-style-type: none"> • Create a Dance • 5-6-7-8 • Stunts Stories and Tumbling Tales 	<ul style="list-style-type: none"> • Dance • Dance • Stunts and Tumbling

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<p>Safety, Fair Play, and Leadership</p> <p>3rd Grade</p> <p><i>It is expected that students will:</i></p>			
<p>C1 demonstrate safe behaviours while participating in a variety of physical activities</p>	<p>Recess Activities</p> <p>Performance Rubric</p>	<ul style="list-style-type: none"> • Learning the Stunts • Tag • Mini-Hockey 	<ul style="list-style-type: none"> • Stunts and Tumbling • Chasing and Fleeing • Hockey
<p>C2 demonstrate respect and</p>	Cooperative Skills	<ul style="list-style-type: none"> • Partner Basketball 	<ul style="list-style-type: none"> • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
encouragement for others during a variety of types of physical activity	Performance Rubric	Activity Challenges <ul style="list-style-type: none"> • Jump the Circuit (Partner Tricks) • Partner Throw and Catch 	<ul style="list-style-type: none"> • Jump Rope Activities • Softball
C3 demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Survivor Challenge • Group Juggling • Stick With Me! 	<ul style="list-style-type: none"> • Fitness Challenges • Cooperatives • Cooperatives

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living 4th Grade <i>It is expected that students will:</i>			
A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)	Sample debrief Question: <i>What are the benefits over time of participating in physical activities and exercise on a regular basis?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Solo Aerobic Fitness Challenge • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
A2 identify the major muscles of the body that are involved in physical activity	Sample debrief question: <i>What muscles did you use in the physical activity you did today?</i>	<ul style="list-style-type: none"> • Muscular Strength and Endurance • Fitness in the Middle • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Fitness Challenges
A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)	Sample debrief questions: <i>What are some ways you can measure your level of exertion during physical</i>	<ul style="list-style-type: none"> • Aerobic Dance • Inside-Outside Walk/Jog • Solo Aerobic Fitness Challenge 	<ul style="list-style-type: none"> • Group Fitness • Walk/Jog/Run • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>activity? How would you rate your level of exercise intensity using the scale of perceived exertion?</i>		
A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)	Sample debrief question: <i>Why are carbohydrates important when you are working at a high intensity? Why are proteins important for endurance activities?</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
A5 identify opportunities for physical activity in a variety of settings	Sample debrief question: <i>What are some things you can do and places you can go to participate in physical activities?</i>	<ul style="list-style-type: none"> • Moving for Time (Home Integration) • Flexibility Circuit (Home Integration) • Stability Ball Fun (Home Integration) 	<ul style="list-style-type: none"> • Map Challenges • Fitness Circuits • Group Fitness
A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities	Map Challenges Mileage Chart	<ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Walk/Jog 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Walk, Jog, Run Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Switcheroo	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Skills			
4th Grade			
<i>It is expected that students will:</i>			
B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects	Chasing and Fleeing Rubric	<ul style="list-style-type: none"> • Hospital Tag • Catch the Dragon's Tail • Builders and Bulldozers 	<ul style="list-style-type: none"> • Chasing and Fleeing • Chasing and Fleeing • Aerobic Games
B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following: <ul style="list-style-type: none"> • one-handed catch underhand and overhand • strike a moving object with implement • strike an object with hand • one-handed throw overhand • dribble an object with feet 	Softball Rubric Soccer Rubric	<ul style="list-style-type: none"> • Corner to Corner • Give and Go • Whack-O • Pitch and Catch • Rainforest 	<ul style="list-style-type: none"> • Softball • Softball • Softball • Soccer
B3 select non-locomotor, locomotor, and manipulative movements to create sequences	Create a Dance Rubric	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Create a Routine 	<ul style="list-style-type: none"> • Dance • Movement Bands • Stunts and Tumbling

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Safety, Fair Play, and Leadership 4th Grade <i>It is expected that students will:</i>			
C1 demonstrate an ability to participate safely in specific physical activities	Recess Activities Performance Rubric	<ul style="list-style-type: none"> • Learning the Stunts • Tag • Mini-Hockey 	<ul style="list-style-type: none"> • Stunts and Tumbling • Chasing and Fleeing • Hockey
C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting)	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Partner Basketball Activity Challenges • Jump the Circuit (Partner Tricks) • Partner Throw and Catch 	<ul style="list-style-type: none"> • Basketball • Jump Rope Activities • Softball
C3 demonstrate leadership in selected physical activities	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Survivor Challenge • Group Juggling • Stick With Me! 	<ul style="list-style-type: none"> • Fitness Challenges • Cooperatives • Cooperatives

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living 5th Grade <i>It is expected that students will:</i>			
A1 describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)	Sample debrief Question: <i>What are the benefits over time of participating in physical activities and exercise on a regular basis?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Solo Aerobic Fitness Challenge • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility	<ul style="list-style-type: none"> • Sample debrief question: <i>What are the five components of health-related fitness? Can you give an example of each?</i> • Fitness Circuits Think About... 	<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
A3 analyze the relationship between nutrition and physical activity	Sample debrief question: <i>Why are</i>	<ul style="list-style-type: none"> • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>carbohydrates important when you are working at a high intensity? Why are proteins important for endurance activities?</i>	<ul style="list-style-type: none"> • Body Composition BINGO • Fitness Grids 	
A4 set a personal goal for physical activity	<p>Sample debrief question: <i>Give an example of a short-term fitness goal. A long-term goal? How would you select goals appropriate for you?</i></p>	<ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits
A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility	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

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Movement Skills 5th Grade <i>It is expected that students will:</i>			
B1 demonstrate preparation (ready	Racquets and Paddles	<ul style="list-style-type: none"> • Stroke Shadow 	<ul style="list-style-type: none"> • Racquets and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
position), movement, and follow-through phases of a selected activity	Skills Performance Rubric	<ul style="list-style-type: none"> ● Stroke and Catch ● Paddle 2-Square 	Paddles <ul style="list-style-type: none"> ● Racquets and Paddles ● Racquets and Paddles
B2 demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings	<ul style="list-style-type: none"> ● Softball Performance Rubric ● Football Performance Rubric ● Flying Disc Performance Rubric 	<ul style="list-style-type: none"> ● Partner Throw and Catch ● Introduction to Forward Pass ● Intro to Throw and Catch 	<ul style="list-style-type: none"> ● Softball ● Football ● Flying Disc
B3 demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels	<ul style="list-style-type: none"> ● Flying Disc Performance Rubric ● Volleyball Performance Rubric ● Football Performance Rubric 	<ul style="list-style-type: none"> ● Backhand Throw and Catch ● Cooperative Countdown ● Air Assault 	<ul style="list-style-type: none"> ● Flying Disc ● Volleyball ● Football
B4 create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills	Create a Routine Rubric	<ul style="list-style-type: none"> ● Create a Dance ● Create a Routine ● Create a Routine 	<ul style="list-style-type: none"> ● Dance ● Movement Bands ● Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Safety, Fair Play, and Leadership 5th Grade <i>It is expected that students will:</i>			
C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk	Recess Activities Performance Rubric	<ul style="list-style-type: none"> • Learning the Stunts • Tag • Mini-Hockey 	<ul style="list-style-type: none"> • Stunts and Tumbling • Chasing and Fleeing • Hockey
C2 describe the importance of warm-up and cool-down routines for specific activities (e.g., safety, efficiency, focus)	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Daily Dozen 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Stunts and Tumbling
C3 demonstrate fair play in physical activity	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Capture the Flag • Raiders of the Ark • Quidditch 	<ul style="list-style-type: none"> • Aerobic Games • Aerobic Games • Aerobic Games
C4 demonstrate leadership in physical activity	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Survivor Challenge • Group Juggling • Stick With Me! 	<ul style="list-style-type: none"> • Fitness Challenges • Cooperatives • Cooperatives

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living 6th Grade <i>It is expected that students will:</i>			
A1 relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)	Sample debrief questions: <i>What are some things that enhance your enjoyment of physical activity?</i> <i>What motivates you to want to participate in physical activities?</i>	•	•
A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities		•	•
A3 analyze nutritional considerations for physical activity		<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Nutrition Team Challenge • Fruit Smoothie 	
A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)		•	•
A5 set personal goals for attaining and maintaining a physically active lifestyle		•	•
A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility		•	•

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Skills 6th Grade <i>It is expected that students will:</i>			
B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve		•	•
B2 demonstrate offensive and		•	•

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
defensive strategies in a variety of activity categories			
B3 demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)		•	•
B4 apply a combination of learned skills to create original sequences, drills, challenges, or games		•	•

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Safety, Fair Play, and Leadership 6th Grade <i>It is expected that students will:</i>			
C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warm-up and cool-down appropriate to the activity)		•	•
C2 model fair play when		•	•

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
participating in physical activity			
C3 demonstrate leadership in respecting individual differences and abilities during physical activity		•	•

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living 7th Grade <i>It is expected that students will:</i>			
A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)		•	•
A2 analyze the relationship between personal nutrition choices and participation in physical activity		•	•
A3 assess their heart rate during physical activity in relation to target heart rate zones		•	•
A4 design a plan for achieving physical activity goals		•	•
A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals		•	•

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Skills 7th Grade <i>It is expected that students will:</i>			
B1 apply learned movement skills in new and unfamiliar physical activities		•	•
B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)		•	•
B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)		•	•

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Safety, Fair Play, and Leadership 7th Grade <i>It is expected that students will:</i>			
C1 apply safe procedures for specific physical activities		•	•

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
C2 model fair play in all aspects of physical activity		•	•
C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)		•	•