

SPARK Alignment with California Physical Education Standards 9-12 (2011 Edition) Course 1

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Yoga Basic Training • Event: Off to the Races! • Create a Hip Hop Routine • Win the Point (Singles Royal Court) 	<ul style="list-style-type: none"> • Group Fitness • Aquatics (online unit) • Dance • Badminton
1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.	Specific Unit Personal Best Assessment	<ul style="list-style-type: none"> • Aquatics Personal Best • Dance Personal Best • Badminton Personal Best 	<ul style="list-style-type: none"> • Aquatics (online unit) • Dance • Badminton
1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • iHIIT (High Intensity Interval Training) • Run the Wickets! 	<ul style="list-style-type: none"> • Group Fitness • World Games: Cricket

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.	Notes <ul style="list-style-type: none"> • Performance Rubric 		
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.	Badminton: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Win the Point (Singles Royal Court) • Picking Sides (Doubles Success/Try Again) • Event: Uber 'Bad' Cup (Singles and Doubles Round Robin) 	<ul style="list-style-type: none"> • Badminton • Badminton • Badminton
1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Badminton Personal Best • Dive In: Front Crawl • Dive In: Breaststroke • Event: Dance Olympics • Create Your Own ST Program 	<ul style="list-style-type: none"> • Badminton • Aquatics (online unit) • Aquatics (online unit) • Dance • Strength Training
1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Badminton Personal Best • Dive In: Front Crawl • Dive In: 	<ul style="list-style-type: none"> • Badminton • Aquatics (online unit) • Aquatics (online unit)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • Performance Rubric • Character Matters Assessments 	<ul style="list-style-type: none"> Breaststroke • Event: Dance Olympics • Create Your Own ST Program 	<ul style="list-style-type: none"> • Dance • Strength Training
<p>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Badminton Personal Best • Dive In: Front Craw • Dive In: Breaststroke • Event: Dance Olympics • Create Your Own ST Program 	<ul style="list-style-type: none"> • Badminton • Aquatics (online unit) • Aquatics (online unit) • Dance • Strength Training
<p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.</p>	<p>Strength Training Performance Rubric</p>	<ul style="list-style-type: none"> • Create Your Own ST Program • Basic Training: HIIT • Basic Training: Cardio Kickboxing 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Group Fitness
<p>1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.</p>	<p>Specific Unit Personal Best Assessment</p>	<ul style="list-style-type: none"> • Aquatics Personal Best • Dance Personal Best • Badminton Personal Best 	<ul style="list-style-type: none"> • Aquatics (online unit) • Dance • Badminton
<p>1.10 Analyze situations and</p>	<p>Specific Unit Personal</p>	<ul style="list-style-type: none"> • Aquatics Personal 	<ul style="list-style-type: none"> • Aquatics (online

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.	Best Assessment	Best <ul style="list-style-type: none"> Dance Personal Best Badminton Personal Best 	unit) <ul style="list-style-type: none"> Dance Badminton
1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.	Specific Unit Personal Best Assessment	<ul style="list-style-type: none"> Aquatics Personal Best Dance Personal Best Badminton Personal Best 	<ul style="list-style-type: none"> Aquatics (online unit) Dance Badminton
1.12 Demonstrate independent learning of movement skills.	Specific Unit: <ul style="list-style-type: none"> Self-Check Fundamentals Jigsaw Notes 	<ul style="list-style-type: none"> Fun-day-mentals Jigsaw Basic Training: FUNctional Fitness Jigsaw Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> Badminton Strength Training Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Participate in moderate to vigorous physical activity at least four days each week.	<ul style="list-style-type: none"> Pedometer Log Heart Rate Monitor Log 	<ul style="list-style-type: none"> HIIT Basic Training Cardio Kickboxing 	<ul style="list-style-type: none"> Group Fitness Group Fitness Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> Personally Fit Activity Challenge: In the Mood to Move 	Basic Training <ul style="list-style-type: none"> Aerobics Basic Training 	<ul style="list-style-type: none">
2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.	<ul style="list-style-type: none"> Pedometer Log Heart Rate Monitor Log Personally Fit Activity Challenge: In the Mood to Move 	<ul style="list-style-type: none"> Yoga Basic Training HIIT Basic Training Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> Group Fitness Group Fitness Strength Training
2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> Fitness Personal Best Fitness Personal Best Fitness Personal Best 	<ul style="list-style-type: none"> Group Fitness Wellness Walking Strength Training
2.4 Use physical fitness test results to set and adjust goals to improve fitness.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> Fitness Personal Best Fitness Personal Best Fitness Personal Best 	<ul style="list-style-type: none"> Group Fitness Wellness Walking Strength Training
2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
exercise.			
2.6 Identify the physical fitness requirements of an occupation.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
2.7 Develop and implement a one-month personal physical fitness plan.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
2.8 Analyze consumer physical fitness products and programs.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
2.9 Explain the inherent risks associated with physical activity in extreme environments.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)		Personally Fit SPARKfit (SPARKfamily.org)
2.10 Identify and list available fitness resources in the community.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Standard 3
Students demonstrate knowledge of psychological and sociological concepts, principles, and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
strategies that apply to the learning and performance of physical activity.			
3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.	Specific Unit: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Game Day 101 • Adventure Race 101 • SPARK Event 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101
3.2 Act independently of negative peer pressure during physical activity.	Specific Unit: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Game Day 101 • Adventure Race 101 • SPARK Event 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101
3.3 Identify and evaluate personal psychological responses to physical activity.	Fitness: <ul style="list-style-type: none"> • Self-Check • Coulda, Shoulda, Woulda Character 	<ul style="list-style-type: none"> • Walk-Jog-Run • iHIIT (High Intensity Interval Training) • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Ed Journaling Pages		
3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.	Specific Unit Personal Best Assessments	<ul style="list-style-type: none"> • Badminton Personal Best • Dance Personal Best • Ultimate Personal Best 	<ul style="list-style-type: none"> • Badminton • Dance • Flying Disc: Ultimate
3.5 Develop personal goals to improve one's performance in physical activities.	Personal Fitness Program Development	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.	Fitness: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Yoga Basic Training • Walk and Talk Fun-day-mentals Jigsaw • Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training
3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.	Specific Unit: <ul style="list-style-type: none"> • Character Matters 	<ul style="list-style-type: none"> • Walk and Talk Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Assessments <ul style="list-style-type: none"> • Coulda, Shoulda, Woulda Character Ed Journaling Pages 		
3.8 Recognize the value of physical activity in understanding multiculturalism.	World Games: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Cricket Adventure Race 	<ul style="list-style-type: none"> • World Games: Cricket
3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.	Specific Unit: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Cricket Adventure Race • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • World Games: Cricket • World Games: Cricket • Flying Disc: Ultimate
3.10 Identify and utilize the potential strengths of each	Specific Unit: <ul style="list-style-type: none"> • Character 	<ul style="list-style-type: none"> • SPARK Event 101 • Strength Training 	<ul style="list-style-type: none"> • SPARK HS PE 101 • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
individual in physical activities.	Matters Assessments <ul style="list-style-type: none">• Coulda, Shoulda, Woulda Character Ed Journaling Pages	Adventure Race <ul style="list-style-type: none">• Event: Dance Olympics	<ul style="list-style-type: none">• Dance

SPARK Alignment with California Physical Education Standards 9-12 (2011 Edition) Course 2

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Wicket Busters • Boot & Bolt • S-P-A-C-E Out! 	<ul style="list-style-type: none"> • World Games: Cricket • Soccer • Hockey
1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.	Specific Unit Personal Best Assessment	<ul style="list-style-type: none"> • Football Personal Best • Basketball Personal Best • Hockey Personal Best 	<ul style="list-style-type: none"> • Football • Basketball • Hockey
1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance 	<ul style="list-style-type: none"> • iHIIT (High Intensity Interval Training) • Run the Wickets! 	<ul style="list-style-type: none"> • Group Fitness • World Games: Cricket

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
components in performance.	Rubric		
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Big D (4-on-4 Royal Court) • D-Fence (5-on-5 Royal Field) • A Strong Side 	<ul style="list-style-type: none"> • Basketball • Football • Football
1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.	<ul style="list-style-type: none"> • Specific Unit Written Tests 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • 	<ul style="list-style-type: none"> • Flying Disc: Ultimate • Hockey • Softball
1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.	Specific Unit: <ul style="list-style-type: none"> • Fun-day-mentals Jigsaw Notes • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw 101 • Adventure Race 101 • Game Day 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Pages		
1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Basketball Personal Best • Football Personal Best • Hockey Personal Best
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.	<ul style="list-style-type: none"> • Strength Training Performance Rubric 	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • iHIIT (High Intensity Interval Training) • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Strength Training •
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.	<ul style="list-style-type: none"> • Specific Unit Personal Best Assessment 	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Basketball Personal Best • Football Personal Best • Hockey Personal Best
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.	<ul style="list-style-type: none"> • Specific Unit Personal Best Assessment 	<ul style="list-style-type: none"> • National Arbor Day • Fielder's Choice • Battle Zone 	<ul style="list-style-type: none"> • Football • Softball • Flying Disc: Ultimate
1.11 Assess the effect/outcome of a particular performance strategy	Specific Unit Fundamentals Jigsaw	<ul style="list-style-type: none"> • National Arbor Day 	<ul style="list-style-type: none"> • Football • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
used in combative, gymnastic/tumbling, and team activities.	Notes	<ul style="list-style-type: none"> • Fielder's Choice • Battle Zone 	<ul style="list-style-type: none"> • Flying Disc: Ultimate
1.12 Evaluate independent learning of movement skills.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fundamentals Jigsaw Notes 	<ul style="list-style-type: none"> • Basketball Personal Best • Football Personal Best • Hockey Personal Best 	<ul style="list-style-type: none"> • Basketball • Football • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Participate in moderate to vigorous physical activity at least four days each week.	<ul style="list-style-type: none"> • Pedometer Log • Heart Rate Monitor Log • Personally Fit Activity Challenge: In the Mood to Move 	<ul style="list-style-type: none"> • HIIT Basic Training • Cardio Kickboxing Basic Training • Aerobics Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness •
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.	<ul style="list-style-type: none"> • Pedometer Log • Heart Rate Monitor Log • Personally Fit 	<ul style="list-style-type: none"> • Yoga Basic Training • HIIT Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw 	
2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training
2.5 Justify the use of particular physical activities to achieve desired fitness goals.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
2.8 Explain how to evaluate consumer physical fitness products	Personal Fitness Program Development	Personally Fit SPARKfit	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and programs.		(SPARKfamily.org)	
2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
2.10 Evaluate the availability and quality of fitness resources in the community.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
3.1 Participate in physical activities for personal enjoyment.	Personally Fit Activity Challenge: <ul style="list-style-type: none"> In the Mood to Move 	<ul style="list-style-type: none"> iCardio Kickboxing Wellness Walking Personal Best Walk-Jog-Run 	<ul style="list-style-type: none"> Group Fitness Wellness Walking Wellness Walking
3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
for activities may change over a lifetime.			
3.3 Evaluate the psychological benefits derived from regular participation in physical activity.	Create Your Own Strength Training Program Think About...	<ul style="list-style-type: none"> • Event: Strength in Numbers • Score More! • Walk-Jog-Run 	<ul style="list-style-type: none"> • Strength Training • Cooperatives: Orienteering • Wellness Walking
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.	Fitness Character Matters Assessment	<ul style="list-style-type: none"> • Yoga Basic Training • Walk and Talk Fun-day-mentals Jigsaw • Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training
3.5 Evaluate and refine personal goals to improve performance in physical activities.	Personal Fitness Program Development	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.	Sample debrief question: <i>What are some factors that affect the choices people make in physical activity selection? Why?</i>	<ul style="list-style-type: none"> • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Group Fitness
3.7 Explain how to select and	<i>Create a Game Task</i>	<ul style="list-style-type: none"> • Event: The 	<ul style="list-style-type: none"> • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.	<i>Card</i>	Crackerjack Classic (Option 1: Create & Play Your Own Game) Adventure Race <ul style="list-style-type: none"> • Adventure Race 101 	<ul style="list-style-type: none"> • SPARK HS PE 101
3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.	Specific Unit: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Cricket Adventure Race • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • World Games: Cricket • World Games: Cricket • Flying Disc: Ultimate
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.	Specific Unit: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Cricket Adventure Race • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • World Games: Cricket • World Games: Cricket • Flying Disc: Ultimate

SPARK Alignment with California Physical Education Standards 9-12 (2011 Edition)

Course 3A: Adventure/Outdoor Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
1.1 Demonstrate advanced knowledge and skills in two or more adventure/outdoor activities.	Cooperatives: Orienteering Performance Rubric	<ul style="list-style-type: none"> • Star Quest • The Deuce • Tri-Pod 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering • Cooperatives: Orienteering
1.2 Identify the characteristics and critical elements of a highly skilled performance in adventure/outdoor activities and demonstrate them.	Cooperatives: Orienteering <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Wellness Walking Personal Best • Cooperatives: Orienteering Personal Best • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Wellness Walking • Cooperatives: Orienteering • Cooperatives: Orienteering
1.3 Apply previously learned movement concepts and principles to the learning and development of the motor skills required for successful participation in adventure/outdoor pursuits and activities.	Cooperatives: Orienteering <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Score More! • Event: Go the Distance • Orienteering Adventure Race 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Wellness Walking • Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • Performance Rubric 		
1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of adventure/outdoor activities.	Cooperatives: Orienteering Fun-day-mentals Jigsaw Notes	<ul style="list-style-type: none"> • Score More! • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering
1.5 List the safety equipment required for participation in outdoor pursuits and adventures; describe and demonstrate the use of such equipment.	Cooperatives: Orienteering Written Test	<ul style="list-style-type: none"> • ABC's • 1-2-3's • Event: The Navigational Invitational 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering • Cooperatives: Orienteering
1.6 Demonstrate independent learning of movement skills in adventure/outdoor activities.	Cooperatives: Orienteering Self Check	<ul style="list-style-type: none"> • Orienteering Personal Best • Orienteering Adventure Race • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering • Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Participate in adventure/outdoor activities that improve health-related physical	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Event: The Navigational Invitational 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
fitness.			<ul style="list-style-type: none"> Wellness Walking
2.2 Analyze the effects of adventure/outdoor activities on a personal physical fitness program and personal levels of health-related physical fitness.	Personal Fitness Program Development	<ul style="list-style-type: none"> Walking Circuits Walk-Jog-Run Tri-Pod 	<ul style="list-style-type: none"> Wellness Walking Wellness Walking Cooperatives: Orienteering
2.3 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.	Fitness Self-Check	<ul style="list-style-type: none"> Walk-Jog-Run iHIIT (High Intensity Interval Training) Wellness Walking Personal Best 	<ul style="list-style-type: none"> Wellness Walking Group Fitness Wellness Walking
2.4 Explain the relationship between participation in adventure/outdoor activities and health.	Walk and Talk Fun-day-mentals Jigsaw Think About...	<ul style="list-style-type: none"> Walk and Talk Fun-day-mentals Jigsaw Walking Circuits Been There, Done That! 	<ul style="list-style-type: none"> Wellness Walking Wellness Walking Wellness Walking (ASAP)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
3.1 Compare and contrast the effective leadership skills used in	<ul style="list-style-type: none"> Orienteering Adventure Race 	<ul style="list-style-type: none"> Orienteering Adventure Race 	<ul style="list-style-type: none"> Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
adventure/outdoor activities and those used in other physical activities.	Think About... <ul style="list-style-type: none"> • SPARK HS PE 101 Character Matters Assessment 		
3.2 Develop personal goals to improve performance in adventure/outdoor activities.	Wellness Walking Go the Distance Think About...	<ul style="list-style-type: none"> • Go the Distance • Race Walking • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Wellness Walking • Wellness Walking • Wellness Walking
3.3 Identify and analyze adventure/outdoor physical activities that enhance personal enjoyment.	Personal Fitness Program Development <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Walking Circuits • Walk-Jog-Run • Tri-Pod 	<ul style="list-style-type: none"> • Wellness Walking • Wellness Walking • Cooperatives: Orienteering
3.4 Evaluate the risks and safety factors that may affect participation in adventure/outdoor activities throughout a lifetime.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)	<ul style="list-style-type: none"> • Game Day 101 	<ul style="list-style-type: none"> • SPARK HS PE 101
3.5 Explain how to select and modify adventure/outdoor activities to allow for participation by younger children, the elderly, and individuals with special needs.	Create Your Own Navigational Invitational Think About...	<ul style="list-style-type: none"> • The Navigational Invitational 	<ul style="list-style-type: none"> • Cooperatives: Orienteering
3.6 Analyze the role of social interaction in the successful participation in and enjoyment of adventure/outdoor activities.	Cooperatives: Orienteering and Wellness Walking: <ul style="list-style-type: none"> • Character Matters Assessments 	<ul style="list-style-type: none"> • Walk and Talk Fun-day-mentals Jigsaw • Orienteering Adventure Race 	<ul style="list-style-type: none"> • Wellness Walking • Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • Coulda, Shoulda, Woulda Character Ed Journaling Pages 		
3.7 Accept and perform planned and spontaneous leadership assignments and roles in adventure/outdoor activities.	Walking Circuits Think About...	<ul style="list-style-type: none"> • Walking Circuits • Orienteering Adventure Race 	<ul style="list-style-type: none"> • Wellness Walking • Cooperatives: Orienteering
3.8 Analyze the role that cooperation and leadership play in adventure/outdoor activities.	<ul style="list-style-type: none"> • Orienteering Adventure Race Think About... • SPARK HS PE 101 Character Matters Assessment 	<ul style="list-style-type: none"> • Orienteering Adventure Race 	<ul style="list-style-type: none"> • Cooperatives: Orienteering
3.9 Engage in adventure/outdoor activities both in school and outside school.	Personal Fitness Program Development	<ul style="list-style-type: none"> • Walking Circuits • Walk-Jog-Run • Tri-Pod 	<ul style="list-style-type: none"> • Wellness Walking • Wellness Walking • Cooperatives: Orienteering

SPARK Alignment with California Physical Education Standards
9-12 (2011 Edition)
Course 3B: Aerobic Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
<p>1.1 Demonstrate advanced knowledge and skills in two or more aerobic activities, selecting one or more from each of the following categories:</p> <p><i>Category 1</i></p> <ul style="list-style-type: none"> • Aerobic dance • Running • Skating • Swimming • Walking <p><i>Category 2</i></p> <ul style="list-style-type: none"> • Cross-country skiing • Cycling • Rowing • Triathlon 	<p>Group Fitness, Wellness Walking:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Aerobics Basic Training • Cardio Kickboxing Basic Training • Walk-Jog-Run 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Wellness Walking
<p>1.2 Identify the characteristics and critical elements of a highly skilled performance in aerobic activities</p>	<p>Group Fitness, Wellness Walking:</p> <ul style="list-style-type: none"> • Self-Check 	<ul style="list-style-type: none"> • Walk and Talk • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and demonstrate them.	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • iFreestyle Aerobics • iCardio Kickboxing 	
1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.	Group Fitness, Wellness Walking: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Race Walking • iFreestyle Aerobics • iCardio Kickboxing 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness
1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aerobic activities.	Group Fitness, Wellness Walking: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Race Walking • iFreestyle Aerobics • iCardio Kickboxing 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness
1.5 List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.	Group Fitness: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Aerobics Basic Training • Cardio Kickboxing Basic Training • HIIT Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.6 Demonstrate independent learning of movement skills in aerobic activities.	Group Fitness, Wellness Walking: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Walk and Talk Fun-day-mentals Jigsaw • Cardio Kickboxing • iFreestyle Aerobics 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Identify and achieve a personal level of excellence in physical fitness.	Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking
2.2 Engage independently in physical activity that increases aerobic capacity.	<ul style="list-style-type: none"> • Heart Rate Monitor Logs • Pedometer Logs 	<ul style="list-style-type: none"> • Walk-Jog-Run • Cardio Kickboxing • iFreestyle Aerobics 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness
2.3 Evaluate goal-setting and other strategies as effective tools for maintaining and increasing adherence to a personal physical activity program.	Fitness Personal Best Think About...	<ul style="list-style-type: none"> • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness
2.4 Measure health-related physical fitness periodically and adjust physical activity to achieve fitness	Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Wellness Walking 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
goals.		Personal Best	
2.5 Identify and explain the positive effects of participation in aerobic activity on personal health.	HIIT Basic Training Think About...	<ul style="list-style-type: none"> • HIIT Basic Training • Cardio Kickboxing Basic Training • Aerobics Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3			
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
3.1 Engage independently in aerobic activities.	<ul style="list-style-type: none"> • Heart Rate Monitor Logs • Pedometer Logs 	Personally Fit SPARKfit (SPARKfamily.org)	
3.2 Develop personal goals to improve performance in aerobic activities.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
3.3 Compare and contrast the effective leadership skills used in aerobic activities and those used in other physical activities.	iFreestyle Aerobics Think About...	<ul style="list-style-type: none"> • iFreestyle Aerobics • iCardio Kickboxing • iHIIT (High Intensity Interval Training) 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
3.4 Identify and analyze aerobic	Fitness Personal Best	• Fitness Personal	• Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activities that enhance both personal enjoyment and the challenge.	Think About...	Best	
3.5 Evaluate the risks and safety factors that may affect participation in aerobic activities throughout a lifetime.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)	<ul style="list-style-type: none"> • Game Day 101 	<ul style="list-style-type: none"> • SPARK HS PE 101
3.6 Invite others to join in aerobic activity.	iFreestyle Aerobics Think About...	<ul style="list-style-type: none"> • iFreestle Aerobics • iCardio Kickboxing • iHIIT (High Intensity Interval Training) 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
3.7 Explain how to select and modify aerobic activities to allow for participation by younger children, the elderly, and individuals with special needs.	iFreestyle Aerobics Think About...	<ul style="list-style-type: none"> • iFreestle Aerobics • iCardio Kickboxing • iHIIT (High Intensity Interval Training) 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
3.8 Analyze the role of social interaction in the successful participation in and enjoyment of aerobic activities.	iFreestyle Aerobics Think About...	<ul style="list-style-type: none"> • iFreestle Aerobics • iCardio Kickboxing • iHIIT (High Intensity Interval Training) 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
3.9 Accept and perform planned and spontaneous leadership assignments and roles in aerobic	iFreestyle Aerobics Think About...	<ul style="list-style-type: none"> • iFreestle Aerobics • iCardio Kickboxing 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activities.		<ul style="list-style-type: none"> • iHIIT (High Intensity Interval Training) 	
3.10 Analyze the role that cooperation and leadership play in aerobic activities.	Group Fitness and Wellness Walking: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<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
3.11 Engage in aerobic activities both in school and outside school.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

SPARK Alignment with California Physical Education Standards 9-12 (2011 Edition)

Course 3C: Individual and Dual Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
1.1 Demonstrate advanced knowledge and skills in two or more individual and dual activities, selecting one or more from each of the following categories: <i>Individual</i> <ul style="list-style-type: none"> • Archery • Cycling • Golf • Gymnastics/Tumbling • Skating • Skiing • Surfing • Yoga <i>Dual</i> <ul style="list-style-type: none"> • Badminton • Handball • Racquetball • Squash 	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Yoga Basic Training • Badminton Personal Best • Spinning Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Badminton • Group Fitness (online unit)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<ul style="list-style-type: none"> • Tennis • Two-player volleyball 			
<p>1.2 Identify the characteristics and critical elements of a highly skilled performance in individual and dual activities and demonstrate them.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Yoga Basic Training • Badminton Personal Best • Spinning Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Badminton • Group Fitness (online unit)
<p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in individual and dual activities.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Win the Point (Singles Royal Court) • Picking Sides (Doubles Success/Try Again) • Event: Uber 'Bad' Cup (Singles and Doubles Round Robin) 	<ul style="list-style-type: none"> • Badminton • Badminton • Badminton
<p>1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of individual and dual activities.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Win the Point (Singles Royal Court) • Badminton Personal Best • iYoga 	<ul style="list-style-type: none"> • Badminton • Badminton • Group Fitness •
<p>1.5 List the safety equipment required for participation in individual and dual activities;</p>	<p>Spinning: Bike Set Up (online unit)</p>	<ul style="list-style-type: none"> • Spinning: Bike Set Up (online unit) 	<ul style="list-style-type: none"> • Group Fitness (online unit)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
describe and demonstrate the use of such equipment.			
1.6 Demonstrate independent learning of movement skills in individual and dual activities.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • iYoga • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Group Fitness • Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
2.2 Participate in individual and dual activities that improve or maintain health-related physical fitness.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • iYoga • Fun-day-mentals Jigsaw • Badminton Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Badminton • Badminton
2.3 Analyze the effects of individual and dual activities on a personal physical fitness program and	<ul style="list-style-type: none"> • Heart Rate Monitor Logs • Pedometer Logs 	<ul style="list-style-type: none"> • Fitness Personal Best • Badminton 	<ul style="list-style-type: none"> • Group Fitness • Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
personal levels of health-related physical fitness.		Personal Best	
2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.	Personal Fitness Program Development	<ul style="list-style-type: none"> • iHIIT (High Intensity Interval Training) • iFreestyle Aerobics • Wellness Walking • Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Wellness Walking
2.5 Explain the relationship between participation in individual and in dual activities and health.	HIIT Basic Training Think About...	<ul style="list-style-type: none"> • HIIT Basic Training • Yoga Basic Training • Aerobics Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness •
2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to individual and dual activities.	<i>Purchase of personal equipment not specifically addressed in SPARK curriculum</i>		
2.7 Develop and implement a month-long personal physical fitness plan that includes individual and dual activities.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
3.1 Compare and contrast the effective leadership skills used in individual and dual activities and those used in other physical activities.	Badminton Adventure Race Think About...	<ul style="list-style-type: none"> • Badminton Adventure Race 	<ul style="list-style-type: none"> • Badminton
3.2 Develop personal goals to improve performance in individual and dual activities.	Badminton Personal Best Assessment	<ul style="list-style-type: none"> • Badminton Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Badminton • Group Fitness • Wellness Walking
3.3 Identify and analyze individual and dual physical activities that enhance personal enjoyment.	Yoga Basic Training Think About...	<ul style="list-style-type: none"> • Yoga Basic Training 	<ul style="list-style-type: none"> • Group Fitness
3.4 Evaluate the risks and safety factors that may affect participation in individual and dual activities throughout a lifetime.	Spinning: Bike Set Up (online unit)	<ul style="list-style-type: none"> • Spinning: Bike Set Up (online unit) 	<ul style="list-style-type: none"> • Group Fitness (online unit)
3.5 Explain how to select and modify individual and dual activities to allow for participation by younger children, the elderly, and individuals with special needs.	Create a Routine (iYoga)	<ul style="list-style-type: none"> • iYoga • iHITT • iCardio Kickboxing 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
3.6 Analyze the role of social	Badminton Character	<ul style="list-style-type: none"> • Badminton 	<ul style="list-style-type: none"> • Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
interaction in the successful participation in and enjoyment of individual and dual activities.	Matters	Adventure Race • Fun-day-mentals Jigsaw	• Badminton
3.7 Accept and perform planned and spontaneous leadership assignments and roles in individual and dual activities.	Badminton Adventure Race Think About...	• Badminton Adventure Race • iYoga	• Badminton • Group Fitness
3.8 Analyze the role that cooperation and leadership play in individual and dual activities.	Badminton Adventure Race Think About...	• Badminton Adventure Race • iYoga	• Badminton • Group Fitness
3.9 Engage in individual and dual activities both in school and outside school.	Pedometer Logs	• Yoga Basic Training	• Group Fitness

**SPARK Alignment with California Physical Education Standards
9-12 (2011 Edition)
Course 3D: Dance**

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
1.1 Demonstrate advanced	Dance:	• Hip Hop Jigsaw	• Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>knowledge and skills in two or more dance activities, selecting one or more from each of the following categories:</p> <p><i>Category 1</i></p> <ul style="list-style-type: none"> • Ballet • Folk • Jazz <p><i>Category 2</i></p> <ul style="list-style-type: none"> • Modern • Social • Square 	<ul style="list-style-type: none"> • Self-Check • Performance Rubric 	<ul style="list-style-type: none"> • Stutter Stomp • Waltzing Royalty Mixer 	<ul style="list-style-type: none"> • Dance • Dance
<p>1.2 Identify the characteristics and critical elements of a highly skilled performance in dance activities and demonstrate them. skills required for successful participation in dance activities.</p>	<p>Dance:</p> <ul style="list-style-type: none"> • Self-Check <p>Performance Rubric</p>	<ul style="list-style-type: none"> • Event: Dance Olympics • Create a Hip Hop Routine <ul style="list-style-type: none"> • Cotton Eyed Joe Jigsaw 	<ul style="list-style-type: none"> • Dance • Dance <ul style="list-style-type: none"> • Dance
<p>1.3 Apply previously learned movement concepts to the learning and development of the motor</p>	<p>Dance:</p> <ul style="list-style-type: none"> • Self-Check • Performance Rubric 	<ul style="list-style-type: none"> • Create a Hip Hop Routine • Event: Dance Olympics 	<ul style="list-style-type: none"> • Dance • Dance
<p>1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of dance activities.</p>	<p>Dance:</p> <ul style="list-style-type: none"> • Self-Check • Performance Rubric 	<ul style="list-style-type: none"> • Hip Hop Jigsaw • Stutter Stomp • Cha-Cha Challenge 	<ul style="list-style-type: none"> • Dance • Dance • Dance
<p>1.5 List the safety equipment and facilities required for participation</p>	<p>Sample debrief question: <i>What types</i></p>	<ul style="list-style-type: none"> • Hip Hop Jigsaw • Create a Hip Hop 	<ul style="list-style-type: none"> • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
in dance activities; describe and demonstrate the use of such equipment and facilities.	<i>of facilities are necessary for the safe participation in dance activities?</i>	Routine <ul style="list-style-type: none"> Event: Dance Olympics 	<ul style="list-style-type: none"> Dance
1.6 Demonstrate independent learning of movement skills in dance activities.	Dance Self-Check	<ul style="list-style-type: none"> Hip Hop Jigsaw Cotton Eyed Joe Jigsaw Waltzing Royalty Jigsaw 	<ul style="list-style-type: none"> Dance Dance Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.	<ul style="list-style-type: none"> Dance Personal Best Assessment 	<ul style="list-style-type: none"> Dance Personal Best 	<ul style="list-style-type: none"> Dance
2.2 Participate in dance activities that improve or maintain personal levels of health-related physical fitness.	<ul style="list-style-type: none"> Dance Performance Rubric Group Fitness Performance Rubric 	<ul style="list-style-type: none"> Aerobics Basic Training iFreestyle Aerobics Cotton Eyed Joe Jigsaw 	<ul style="list-style-type: none"> Group Fitness Group Fitness Dance
2.3 Analyze the effects of dance activities on a personal physical	Sample debrief question: <i>How can dance activities</i>	<ul style="list-style-type: none"> Personal Fitness Program Development Personally Fit 	

fitness program and personal levels of health-related physical fitness.	<i>contribute to your fitness program?</i>	<ul style="list-style-type: none"> • SPARKfit 		
2.4 Improve or maintain one's physical fitness by adjusting physical activity levels according to the principles of exercise.	<ul style="list-style-type: none"> ▪ Personal Fitness Program Development ▪ Personally Fit ▪ SPARKfit 			
2.5 Explain the relationship between participation in dance activities and health.	<ul style="list-style-type: none"> • Dance Personal Best Think About... 	<ul style="list-style-type: none"> • Dance Personal Best 	<ul style="list-style-type: none"> • Dance 	
2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to dance activities.	<i>Purchase of personal equipment not specifically addressed in SPARK curriculum</i>			
2.7 Develop and implement a month-long personal physical fitness plan that includes dance activities.	<ul style="list-style-type: none"> • Personal Fitness Program Development • Personally Fit • SPARKfit 			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3			
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
3.1 Compare and contrast the effective leadership skills used in dance activities and those used in other physical activities.	<ul style="list-style-type: none"> • Dance Jigsaw Notes 	<ul style="list-style-type: none"> • Hip Hop Jigsaw • Cotton Eyed Joe Jigsaw • Waltzing Royalty 	<ul style="list-style-type: none"> • Dance • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Jigsaw	
3.2 Develop personal goals to improve performance in dance activities.	Dance Personal Best Assessment	<ul style="list-style-type: none"> • Dance Personal Best 	<ul style="list-style-type: none"> • Dance
3.3 Identify and analyze dance activities that enhance personal enjoyment.	Sample debrief question: <i>Which dance activities do you find most enjoyable?</i>	<ul style="list-style-type: none"> • Night Fever Hustle • Brain Boostin' Boogie • Stutter Stomp 	<ul style="list-style-type: none"> • Dance • Dance • Dance
3.4 Evaluate the risks and safety factors that may affect participation in dance activities throughout a lifetime.	Sample debrief question: <i>What safety factors are involved in dance activities?</i>	<ul style="list-style-type: none"> • Hip Hop Jigsaw • Create a Hip Hop Routine 	<ul style="list-style-type: none"> • Dance • Dance
3.5 Explain how to select and modify dance activities to allow for participation by younger children, the elderly, and individuals with special needs.	Sample debrief question: <i>What are some factors that you would consider in selecting dances for younger children?</i>	<ul style="list-style-type: none"> • Create a Hip Hop Routine 	<ul style="list-style-type: none"> • Dance
3.6 Analyze the role of social interaction in the successful participation in and enjoyment of dance activities.	Dance Jigsaw Notes	<ul style="list-style-type: none"> • Hip Hop Jigsaw • Cotton Eyed Joe Jigsaw • Waltzing Royalty Jigsaw 	<ul style="list-style-type: none"> • Dance • Dance • Dance
3.7 Accept and perform planned and spontaneous leadership assignments and roles in dance activities.	Dance Jigsaw Notes	<ul style="list-style-type: none"> • Hip Hop Jigsaw • Cotton Eyed Joe Jigsaw • Waltzing Royalty Jigsaw 	<ul style="list-style-type: none"> • Dance • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
3.8 Analyze the role that cooperation and leadership play in dance activities.	Dance Jigsaw Notes	<ul style="list-style-type: none"> • Hip Hop Jigsaw • Cotton Eyed Joe Jigsaw • Waltzing Royalty Jigsaw 	<ul style="list-style-type: none"> • Dance • Dance • Dance
3.9 Engage in dance activities both in school and outside school.	Dance Performance Rubric	<ul style="list-style-type: none"> • Create a Hip Hop Routine • iFreestyle Aerobics 	<ul style="list-style-type: none"> • Dance • Group Fitness

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Course 3E: Aquatic Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
<p>1.1 Demonstrate advanced knowledge and skills in two or more aquatic activities, selecting one or more from each of the following categories:</p> <p><i>Category 1</i></p> <ul style="list-style-type: none"> • Diving • Kayaking/Canoeing/Rowing • Snorkeling • Swimming <p><i>Category 2</i></p> <ul style="list-style-type: none"> • Life guarding • Scuba diving • Synchronized swimming • Water polo 	<p>Aquatics Personal Best Assessment</p>	<ul style="list-style-type: none"> • Dive In: Front Crawl • Dive In: Elementary Backstroke • Dive In: Back Crawl • Dive In: Breaststroke • Dive In: Sidestroke • Dive In: Butterfly 	<ul style="list-style-type: none"> • Aquatics (online unit)
<p>1.2 Identify the characteristics and critical elements of a highly skilled performance in aquatic activities and demonstrate them.</p>	<p>Aquatics Self-Check</p>	<ul style="list-style-type: none"> • Dive In: Front Crawl • Dive In: Elementary 	<ul style="list-style-type: none"> • Aquatics (online unit)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Backstroke <ul style="list-style-type: none"> • Dive In: Back Crawl • Dive In: Breaststroke • Dive In: Sidestroke • Dive In: Butterfly 	
1.3 Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in aquatic activities.	Aquatics Self-Check	<ul style="list-style-type: none"> • Event: Off to the Races! 	<ul style="list-style-type: none"> • Aquatics (online unit)
1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aquatic activities.	FUNctional Aquatic Jigsaw Notes	<ul style="list-style-type: none"> • Dive In: Elementary Backstroke • Dive In: Breaststroke • Dive In: Butterfly • Dive In: FUNctional Aquatic Jigsaw 	<ul style="list-style-type: none"> • Aquatics (online unit)
1.5 List the safety equipment required for participation in aquatic activities; describe and demonstrate the use of such equipment.	<i>Aquatics equipment not specifically addressed in SPARK curriculum</i>		
1.6 Demonstrate independent learning of movement skills in aquatic activities.	Aquatics Self Check	<ul style="list-style-type: none"> • Dive In: Front Crawl 	<ul style="list-style-type: none"> • Aquatics (online unit)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Dive In: Back Crawl • Dive In: Sidestroke 	
1.7 Identify and practice the safety skills necessary for entering swimming pools, lakes, rivers, and oceans (e.g., walking, jumping, falling, and diving).	Aquatics Performance Rubric	<ul style="list-style-type: none"> • Dive In: FUNctional Aquatic Jigsaw 	<ul style="list-style-type: none"> • Aquatics (online unit)
1.8 Demonstrate and explain basic water rescue with and without equipment.	Aquatics Performance Rubric	<ul style="list-style-type: none"> • Dive In: FUNctional Aquatic Jigsaw 	<ul style="list-style-type: none"> • Aquatics (online unit)
1.9 Demonstrate and explain basic cardiopulmonary resuscitation.	<i>CPR not specifically addressed in SPARK curriculum</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.	Aquatics Personal Best Assessment	<ul style="list-style-type: none"> • Aquatics Personal Best 	<ul style="list-style-type: none"> • Aquatics (online unit)
2.2 Participate in aquatic activities that improve or maintain health-related physical fitness.	Aquatics Personal Best Assessment	<ul style="list-style-type: none"> • Aquatics Personal Best 	<ul style="list-style-type: none"> • Aquatics (online unit)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
2.3 Analyze the effects of participation in aquatic activities on levels of health-related physical fitness activities and a personal fitness program.	Aquatics Personal Best Think About...	<ul style="list-style-type: none"> • Aquatics Personal Best 	<ul style="list-style-type: none"> • Aquatics (online unit)
2.4 Improve or maintain one's physical fitness by adjusting physical activity levels according to the principles of exercise.	Aquatics Personal Best Think About...	<ul style="list-style-type: none"> • Aquatics Personal Best 	<ul style="list-style-type: none"> • Aquatics (online unit)
2.5 Explain the relationship between participation in aquatic activities and indicators of good health.	Aquatics Personal Best Think About...	<ul style="list-style-type: none"> • Aquatics Personal Best 	<ul style="list-style-type: none"> • Aquatics (online unit)
2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to aquatic activities.	<i>Purchase of personal equipment not specifically addressed in SPARK curriculum</i>		
2.7 Develop and implement a month-long personal physical fitness plan that includes aquatic activities.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Personal Fitness Program Development 	Personally Fit SPARKfit (SPARKfamily.org)
2.8 Explain how aquatic activities contribute to the development and maintenance of health-related physical fitness.	Sample debrief question: <i>How can aquatic activities contribute to your fitness program?</i>	<ul style="list-style-type: none"> • Personal Fitness Program Development 	Personally Fit SPARKfit (SPARKfamily.org)
2.9 Create and implement aquatic programs that improve health-	Personally Fit Activity Challenge:	<ul style="list-style-type: none"> • Personal Fitness Program 	Personally Fit SPARKfit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
related physical fitness.	In the Mood to Move	Development	(SPARKfamily.org)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3			
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
3.1 Compare and contrast the effective leadership skills used in aquatic activities and those used in other physical activities.	Aquatics Adventure Race Think About...	<ul style="list-style-type: none"> • Aquatics Adventure Race 	<ul style="list-style-type: none"> • Aquatics (online unit)
3.2 Develop personal goals to improve performance in aquatic activities.	Aquatics Personal Best Assessment	<ul style="list-style-type: none"> • Aquatics Personal Best • 	<ul style="list-style-type: none"> • Aquatics (online unit)
3.3 Identify and analyze aquatic activities that enhance personal enjoyment.	Sample debrief question: <i>Which aquatic activities do you find most enjoyable?</i>	<ul style="list-style-type: none"> • Dive In: FUNctional Aquatic Jigsaw 	<ul style="list-style-type: none"> • Aquatics (online unit)
3.4 Evaluate the risks and safety factors that may affect participation in aquatic activities throughout a lifetime.	Sample debrief question: <i>What safety factors are involved in aquatic activities?</i>	<ul style="list-style-type: none"> • Dive In: FUNctional Aquatic Jigsaw 	<ul style="list-style-type: none"> • Aquatics (online unit)
3.5 Identify and demonstrate personal responsibilities for safety and hygiene in the aquatics setting.	Aquatics Self-Check	<ul style="list-style-type: none"> • Aquatics Personal Best 	<ul style="list-style-type: none"> • Aquatics (online unit)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
3.6 Explain how to select and modify aquatic activities to allow for participation by younger children, the elderly, and individuals with special needs.	Sample debrief question: <i>How could you modify a swimming program for someone with special needs?</i>	<ul style="list-style-type: none"> • Dive In: FUNctional Aquatic Jigsaw • 	<ul style="list-style-type: none"> • Aquatics (online unit)
3.7 Analyze the role of social interaction in the successful participation in and enjoyment of aquatic activities.	Aquatics Adventure Race Think About...	<ul style="list-style-type: none"> • Dive In: FUNctional Aquatic Jigsaw • Aquatics Adventure Race 	<ul style="list-style-type: none"> • Aquatics (online unit)
3.8 Accept and perform planned and spontaneous leadership assignments and roles in aquatic activities.	Aquatics Adventure Race Think About...	<ul style="list-style-type: none"> • Aquatics Adventure Race 	<ul style="list-style-type: none"> • Aquatics (online unit)
3.9 Analyze the role that cooperation and leadership play in aquatic activities.	Aquatics Adventure Race Think About...	<ul style="list-style-type: none"> • Aquatics Adventure Race • Dive In: FUNctional Aquatic Jigsaw 	<ul style="list-style-type: none"> • Aquatics (online unit)
3.10 Engage in aquatic activities both in school and outside school.	Aquatics Self-Check	<ul style="list-style-type: none"> • Aquatics Personal Best 	<ul style="list-style-type: none"> • Aquatics (online unit)

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Course 3F: Weight Training and Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
1.1 Explain the principles of biomechanics of first-, second-, and third-class levers and apply those principles to a variety of lifting techniques.	Strength Training Jigsaw Notes	<ul style="list-style-type: none"> • Basic Training: Chest • Basic Training: Back • Basic Training: Shoulders 	<ul style="list-style-type: none"> • Strength Training • Strength Training • Strength Training
1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.	Strength Training Jigsaw Notes	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • Event: Strength in Numbers 	<ul style="list-style-type: none"> • Strength Training • Strength Training
1.3 Demonstrate proper spotting techniques for all lifts and exercises that require spotting.	Strength Training: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes Performance Rubric	<ul style="list-style-type: none"> • Basic Training: Shoulders • Basic Training: Arms • Basic Training: Legs 	<ul style="list-style-type: none"> • Strength Training • Strength Training • Strength Training
1.4 Observe and analyze the techniques of another person (or	Strength Training Fun-day-mentals Jigsaw	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness 	<ul style="list-style-type: none"> • Strength Training • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
oneself through video) performing a plyometric exercise and write an analysis of the performance.	Notes	Jigsaw <ul style="list-style-type: none"> • Event: Strength in Numbers 	
1.5 Measure and assess multiple performances of another person in the following areas: balance, reaction time, agility, coordination, power, and speed.	Strength Training Fun-day-mentals Jigsaw Notes	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • Event: Strength in Numbers 	<ul style="list-style-type: none"> • Strength Training • Strength Training
1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.	Strength Training: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes Performance Rubric	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • Create Your Own ST Program • Strength Training Adventure Race 	<ul style="list-style-type: none"> • Strength Training • Strength Training • Strength Training
1.7 List the safety equipment required for participation in weight training; describe and demonstrate the use of such equipment.	Strength Training: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes Performance Rubric	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • Create Your Own ST Program • 	<ul style="list-style-type: none"> • Strength Training • Strength Training
1.8 Demonstrate independent learning of movement skills in weight training.	Strength Training Self-Check	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.	<ul style="list-style-type: none"> • Strength Training Personal Best Assessment 	<ul style="list-style-type: none"> • Fitness Personal Best • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training • Strength Training
2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.	Basic Training: FUNctional Fitness Jigsaw Notes	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • Basic Training: Chest <ul style="list-style-type: none"> • Basic Training: Back 	<ul style="list-style-type: none"> • Strength Training • Strength Training • Strength Training •
2.3 Assess multiple performances of another person in the following areas: muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.	Basic Training: FUNctional Fitness Jigsaw Notes	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> • Strength Training •
2.4 Explain how the principles of biomechanics, muscle development, gender, age, training experience, training technique, and specificity affect performance related to strength training.	Basic Training: FUNctional Fitness Jigsaw Notes	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training • Strength Training
2.5 Demonstrate and explain the techniques and concepts of three	Strength Training Performance Rubric	<ul style="list-style-type: none"> • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
types of weight-training programs.			
2.6 Demonstrate and explain the concepts of two different conditioning programs.	Strength Training Performance Rubric	<ul style="list-style-type: none"> • Create Your Own ST Program • Basic Training: HIIT • Basic Training: Cardio Kickboxing 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Group Fitness
2.7 Develop and use a personal physical fitness log to record all workout data on a daily basis.	Create Your Strength Training Program Log	<ul style="list-style-type: none"> • Create Your Own ST Program • Personally Fit • SPARKfit 	<ul style="list-style-type: none"> • Strength Training • SPARKfamily.org • SPARKfamily.org
2.8 Meet increasingly higher levels of speed, strength, power, and endurance.	Strength Training Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best 	<ul style="list-style-type: none"> • Strength Training
2.9 Meet physical fitness standards that exceed those of scientifically based health-related fitness assessments.	Strength Training Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best 	<ul style="list-style-type: none"> • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
3.1 Display safe and responsible behavior while training.	Strength Training Performance Rubric	<ul style="list-style-type: none"> • Basic Training: Shoulders 	<ul style="list-style-type: none"> • Strength Training • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Basic Training: Legs • Basic Training: Arms 	<ul style="list-style-type: none"> • Strength Training
3.2 Describe the role of motivation in physical activity.	Strength in Numbers Challenge Think About...	<ul style="list-style-type: none"> • Fitness Personal Best • Strength Training Adventure Race • Strength in Numbers 	<ul style="list-style-type: none"> • Strength Training • Strength Training • Strength Training
3.3 Describe how the perception of effort and quality is a personal assessment and describe the role that perception plays in achieving fitness goals.	Basic Training: Functional Fitness Jigsaw Think About...	<ul style="list-style-type: none"> • Fitness Personal Best • Strength in Numbers 	<ul style="list-style-type: none"> • Strength Training • Strength Training
3.4 Develop personal goals to improve performance in weight training and fitness.	Strength Training Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best 	<ul style="list-style-type: none"> • Strength Training
3.5 Identify and analyze weight-training and fitness activities that enhance personal enjoyment.	Basic Training: Functional Fitness Jigsaw Think About...	<ul style="list-style-type: none"> • Create Your Own ST Program • Basic Training: FUNctional Fitness Jigsaw • Strength in Numbers 	<ul style="list-style-type: none"> • Strength Training • Strength Training • Strength Training
3.6 Evaluate the risks and safety factors that may affect participation in weight training and fitness	Strength Training Performance Rubric	<ul style="list-style-type: none"> • Create Your Own ST Program • Basic Training: 	<ul style="list-style-type: none"> • Strength Training • Strength Training • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
throughout a lifetime.		FUNctional Fitness Jigsaw <ul style="list-style-type: none"> • Strength in Numbers 	
3.7 Explain how to select and modify weight-training and fitness activities to allow for participation by younger children, the elderly, and individuals with special needs.	Create Your Own Strength Training Program	<ul style="list-style-type: none"> • Create Your Own ST Program • Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> • Strength Training • Strength Training
3.8 Analyze the role of social interaction in the successful participation in and enjoyment of weight-training and fitness activities.	<ul style="list-style-type: none"> • Strength Training Adventure Race Think About... 	<ul style="list-style-type: none"> • Strength Training Adventure Race • Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> • Strength Training • Strength Training
3.9 Assist others in the achievement of their fitness goals.	<ul style="list-style-type: none"> • Strength Training Functional Jigsaw Notes 	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> • Strength Training •

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Course 4A: Advanced Adventure/Outdoor Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
1.1 Demonstrate expertise in one adventure/outdoor activity.	Cooperatives: Orienteering Performance Rubric	<ul style="list-style-type: none"> • Star Quest • The Deuce • Tri-Pod 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering • Cooperatives: Orienteering
1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance.	Cooperatives: Orienteering Fun-day-mentals Jigsaw Notes	<ul style="list-style-type: none"> • Score More! • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering
1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance of adventure/outdoor activities.	Orienteering Personal Best Think About...	<ul style="list-style-type: none"> • Orienteering Personal Best 	<ul style="list-style-type: none"> • Cooperatives: Orienteering
1.4 Practice adventure/outdoor activities in real-world settings.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Walking Circuits • Walk-Jog-Run • Tri-Pod 	<ul style="list-style-type: none"> • Wellness Walking • Wellness Walking • Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in an adventure/outdoor activity.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> Event: The Navigational Invitational 	<ul style="list-style-type: none"> Cooperatives: Orienteering Wellness Walking Wellness Walking
2.2 Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of an adventure/outdoor activity.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3			
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
3.1 Evaluate changes in self-responsibility as skill levels in adventure/outdoor activities improve.	Wellness Walking Walk-Jog-Run Think About...	<ul style="list-style-type: none"> Walk-Jog-Run Orienteering Personal Best 	<ul style="list-style-type: none"> Wellness Walking Cooperatives: Orienteering
3.2 Set personal goals for improved performance and enjoyment of	Wellness Walking Go the Distance Think	<ul style="list-style-type: none"> Go the Distance Race Walking 	<ul style="list-style-type: none"> Wellness Walking Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
adventure/outdoor activities.	About...	<ul style="list-style-type: none"> • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Wellness Walking
3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level adventure/outdoor activities.	Walking Circuits Think About...	<ul style="list-style-type: none"> • Walking Circuits • Orienteering Adventure Race 	<ul style="list-style-type: none"> • Wellness Walking • Cooperatives: Orienteering

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Course 4B: Advanced Aerobic Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
1.1 Demonstrate expertise in two or more of the following aerobic activities, preferably one from each category: <i>Category 1</i> <ul style="list-style-type: none"> • Aerobic dance • Running • Skating • Swimming • Walking <i>Category 2</i> <ul style="list-style-type: none"> • Cross-country skiing • Cycling • Rowing • Triathlon 	Group Fitness, Wellness Walking: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Aerobics Basic Training • Cardio Kickboxing Basic Training • Walk-Jog-Run 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Wellness Walking
1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance.	Group Fitness, Wellness Walking: <ul style="list-style-type: none"> • Self-Check • Fun-day- 	<ul style="list-style-type: none"> • Race Walking • iFreestyle Aerobics • iCardio Kickboxing 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	mental's Jigsaw Notes <ul style="list-style-type: none"> • Performance Rubric 		
1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.	iFreestyle Aerobics Think About...	<ul style="list-style-type: none"> • iFreestle Aerobics • iCardio Kickboxing • iHIIT (High Intensity Interval Training) 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
1.4 Practice aerobic activities in real-world settings.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Identify and achieve levels of personal excellence in health-related physical fitness.	HIIT Basic Training Think About...	<ul style="list-style-type: none"> • HIIT Basic Training • Cardio Kickboxing Basic Training • Aerobics Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness •
2.2 Adjust personal fitness goals on the basis of fitness assessment measures to improve performance	Personal Fitness Program Development	<ul style="list-style-type: none"> • iHIIT (High Intensity Interval Training) 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
in aerobic activities.		<ul style="list-style-type: none"> • iFreestyle Aerobics • Wellness Walking • Personal Best 	
2.3 Design a personal physical fitness program in preparation for the demands of a competitive aerobic activity.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
3.1 Demonstrate a physically active lifestyle that provides for enjoyment and challenge through aerobic activity.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
3.2 Identify the qualities of aerobic activity that enhance personal enjoyment.	Fitness Personal Best Think About...	<ul style="list-style-type: none"> • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness
3.3 Evaluate changes in self-responsibility as skill levels in aerobic activities improve.	iFreestyle Aerobics Think About...	<ul style="list-style-type: none"> • iFreestyle Aerobics • iCardio Kickboxing • iHIIT (High Intensity Interval Training) 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
3.4 Set personal goals for improved performance and enjoyment of aerobic activities.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
3.5 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level aerobic activities.	iFreestyle Aerobics Think About...	<ul style="list-style-type: none"> • iFreestyle Aerobics • iCardio Kickboxing • iHIIT (High Intensity Interval Training) 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness

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Course 4C: Advanced Individual and Dual Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
1.1 Demonstrate expertise in two or more of the following individual and dual activities, preferably one from each category: <i>Individual</i> <ul style="list-style-type: none"> • Archery • Cycling • Golf • Gymnastics/Tumbling • Skating • Skiing • Surfing • Yoga <i>Dual</i> <ul style="list-style-type: none"> • Badminton • Handball • Racquetball • Squash • Tennis 	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Yoga Basic Training • Badminton Personal Best • Spinning Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Badminton • Group Fitness (online unit)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
• Two-player volleyball			
1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance in individual and dual activities.	Specific Unit: <ul style="list-style-type: none"> Self-Check Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> Win the Point (Singles Royal Court) Badminton Personal Best <ul style="list-style-type: none"> iYoga 	<ul style="list-style-type: none"> Badminton Badminton Group Fitness <ul style="list-style-type: none">
1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.	Personal Fitness Program Development	<ul style="list-style-type: none"> iHIIT (High Intensity Interval Training) iFreestyle Aerobics Wellness Walking Personal Best 	<ul style="list-style-type: none"> Group Fitness Group Fitness Wellness Walking
1.4 Practice individual and dual activities in real-world settings.	Specific Unit: <ul style="list-style-type: none"> Self-Check 	<ul style="list-style-type: none"> iYoga Fun-day-mentals Jigsaw Badminton Personal Best 	<ul style="list-style-type: none"> Group Fitness Badminton Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Develop personal physical fitness standards that exceed those of a scientifically based health-	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
related physical fitness assessment.			
2.2 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to individual and dual activities.	<i>Purchase of personal equipment not specifically addressed in SPARK curriculum</i>		
2.3 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in individual and dual activities.	Personal Best Assessment	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking •
2.4 Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of a selected individual or dual activity.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
3.1 Evaluate changes in self-responsibility as skill levels in individual and dual activities improve.	Badminton Personal Best Assessment	<ul style="list-style-type: none"> • Badminton Personal Best 	<ul style="list-style-type: none"> • Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
3.2 Set personal goals for improved performance and enjoyment of individual and dual activities.	Badminton Personal Best Assessment	<ul style="list-style-type: none"> • Badminton Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Badminton • Group Fitness • Wellness Walking
3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level individual and dual activities.	Badminton Adventure Race Think About...	<ul style="list-style-type: none"> • Badminton Adventure Race 	<ul style="list-style-type: none"> • Badminton

SPARK Alignment with California Physical Education Standards
9-12 (2011 Edition)
Course 4D: Advanced Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.			
1.1 Demonstrate expertise in two or more of the following dance activities, preferably one from each category: <i>Category 1</i> <ul style="list-style-type: none"> • Ballet • Folk • Jazz <i>Category 2</i> <ul style="list-style-type: none"> • Modern • Social • Square 	<ul style="list-style-type: none"> • Dance Performance Rubric 	<ul style="list-style-type: none"> • Hip Hop Jigsaw • Stutter Stomp • Waltzing Royalty Mixer 	<ul style="list-style-type: none"> • Dance • Dance • Dance
1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance in dance activities.	Dance Performance Rubric	<ul style="list-style-type: none"> • Event: Dance Olympics • Create a Hip Hop Routine • Cotton Eyed Joe Jigsaw 	<ul style="list-style-type: none"> • Dance • Dance • Dance
1.3 Create or modify	Create a Hip Hop	<ul style="list-style-type: none"> • Create a Hip Hop 	<ul style="list-style-type: none"> • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
practice/training plans based on evaluative feedback from skill acquisition and performance.	Routine Rubric	Routine <ul style="list-style-type: none"> Event: Dance Olympics 	<ul style="list-style-type: none"> DANCE
1.4 Practice dance in real-world settings.	Dance Performance Rubric	<ul style="list-style-type: none"> Event: Dance Olympics Waltzing Royalty Mixer 	<ul style="list-style-type: none"> Dance Dance
1.5 Demonstrate skills in choreography.	Create a Hip Hop Routine Rubric	<ul style="list-style-type: none"> Event: Dance Olympics Waltzing Royalty Mixer 	<ul style="list-style-type: none"> Dance Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.			
2.1 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in a dance activity.		<ul style="list-style-type: none"> Personal Fitness Program Development Personally Fit SPARKfit 	
2.2 Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of a dance activity.		<ul style="list-style-type: none"> Personal Fitness Program Development Personally Fit SPARKfit 	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
2.3 Adjust personal fitness goals on the basis of fitness assessment measures to improve performance in dance activities.	<ul style="list-style-type: none"> • Personal Fitness Program Development • Personally Fit • SPARKfit 		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
3.1 Evaluate changes in self-responsibility as skill levels in dance activities improve.	<ul style="list-style-type: none"> • Dance Personal Best Assessment 	<ul style="list-style-type: none"> • Dance Personal Best 	<ul style="list-style-type: none"> • Dance
3.2 Set personal goals for improved performance and enjoyment of dance activities.	Dance Personal Best Assessment	<ul style="list-style-type: none"> • Dance Personal Best 	<ul style="list-style-type: none"> • Dance
3.3 Perform planned and spontaneous leadership assignments and roles in high-level dance activities.	Dance Performance Rubric	<ul style="list-style-type: none"> • Create a Hip Hop Routine • iFreestyle Aerobics 	<ul style="list-style-type: none"> • Dance • Group Fitness