

SPARK Alignment with CA Physical Education Standards  
Grade 6  
(MS Version 2011)

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 1</b> <b>Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</b>			
1.1 Volley an object repeatedly with a partner, using the forearm pass.	Volleyball: <ul style="list-style-type: none"> <li>● Peer Coach</li> <li>● Self-Check</li> <li>● Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Forearm Pass (Bump)</li> <li>● Volleyball Stations</li> <li>● Volley Tennis</li> </ul>	Volleyball
1.2 Strike a ball continuously to a wall or a partner, using a paddle for the forehand stroke and the backhand stroke.	Racquets and Paddles <ul style="list-style-type: none"> <li>● Peer Coach</li> <li>● Self-Check</li> <li>● Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction to the Forehand Stroke</li> <li>● Introduction to the Backhand Stroke</li> <li>● Volley Tennis</li> </ul>	Racquets and Paddles
1.3 Strike an object consistently, using a body part, so that the object travels in an intended direction at the desired height.	Volleyball, Handball <ul style="list-style-type: none"> <li>● Peer Coach</li> <li>● Self-Check</li> <li>● Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Extreme Rally</li> <li>● Serve, Return, Catch</li> <li>● Volley Tennis</li> </ul>	<ul style="list-style-type: none"> <li>● Handball</li> <li>● Handball</li> <li>● Volleyball</li> </ul>
1.4 Strike an object consistently, using an implement, so that the object travels in an intended direction at the desired height.	Racquets and Paddles, Golf, Hockey <ul style="list-style-type: none"> <li>● Peer Coach</li> <li>● Self-Check</li> <li>● Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Extreme Rally</li> <li>● Target Golf</li> <li>● Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>● Racquets and Paddles</li> <li>● Golf</li> <li>● Hockey</li> </ul>
1.5 Dribble and pass a ball to a partner while being guarded.	Basketball, Soccer, Hockey <ul style="list-style-type: none"> <li>● Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>● Keep Away 2-on-1</li> <li>● Keep Away (3-on-</li> </ul>	<ul style="list-style-type: none"> <li>● Basketball</li> <li>● Soccer</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
	<ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	1) <ul style="list-style-type: none"> <li>• Zone Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> </ul>
1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.	Softball, Handball <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the Handball Serve</li> <li>• Fly Out Throw Out</li> <li>• Beat the Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Handball</li> <li>• Softball</li> <li>• Softball</li> </ul>
1.7 Perform folk and line dances.	Dance <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Rev Up the Electric Slide</li> <li>• The Korobushka Jigsaw</li> <li>• The Norwegian Polka</li> </ul>	Dance
1.8 Develop, refine, and demonstrate routines to music.	Create-a-Dance Task Card	<ul style="list-style-type: none"> <li>• Create a 4-Wall Line Dance</li> <li>• Create a Poco Loco</li> <li>• Create a Hip Hop Routine</li> </ul>	Dance
1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.	<ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Receiver Patterns</li> <li>• Durango Boot</li> <li>• Collect 'Em All</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Flying Disc</li> <li>• Soccer</li> </ul>
1.10 Combine motor skills to play a lead-up or modified game.	<ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 7v7 Modified Softball</li> <li>• Modified Cricket</li> <li>• Modified Team</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• World Games</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.	Stunts and Tumbling Teacher Rubric	<p>Handball</p> <ul style="list-style-type: none"> <li>• Creating Combinations</li> <li>• Stunts and Tumbling Buffet</li> <li>• Create a Routine</li> </ul>	Stunts and Tumbling

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 2</b> <b>Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</b>			
<b>2.1</b> Explain how to increase force based on the principles of biomechanics.	Sample debrief question: <i>How do body rotation, opposition, weight transfer and follow-through affect a thrown ball?</i>	<ul style="list-style-type: none"> <li>• Passing and Receiving</li> <li>• Shot Put</li> <li>• Distance and Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Track</li> <li>• Flying Disc</li> </ul>
<b>2.2</b> Explain how impact force is reduced by increasing the duration of impact.	Sample debrief question: <i>What adjustments do you need to make to catch a ball that is thrown faster? From farther away?</i>	<ul style="list-style-type: none"> <li>• Partner Passing</li> <li>• Passing and Receiving</li> <li>• Passing Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Hockey</li> </ul>
<b>2.3</b> Analyze and correct errors in movement patterns.	Sample debrief question: <i>What do you need to do if your Frisbee flies up and returns to you rather than flying toward the target?</i>	<ul style="list-style-type: none"> <li>• Disc Golf</li> <li>• Target Golf</li> <li>• Bullseye and Long Shot</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Golf</li> <li>• Soccer</li> </ul>
<b>2.4</b> Provide feedback to a partner to assist in developing and improving movement skills.	Sample debrief question: <i>What tip can you give your partner if they are having trouble throwing their ball with sufficient force to reach their target?</i>	<ul style="list-style-type: none"> <li>• Shooting Drills</li> <li>• Volleyball Stations</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Volleyball</li> <li>• Hockey</li> </ul>
<b>2.5</b> Identify practices and procedures necessary for safe participation in physical activities.	Sample debrief question: <i>Name some situations that would make an activity unsafe.</i>	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> <li>• Partner Stunts</li> <li>• Stability Ball and Medicine Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Fitness</li> </ul>
<b>2.6</b> Explain the role of the legs, shoulders, and forearm in the	Sample debrief question: <i>What should your legs do when</i>	<ul style="list-style-type: none"> <li>• Forearm Pass (Bump)</li> <li>• Volleyball Stations</li> </ul>	Volleyball

Content Standards	Assessment Strategies	Sample Activities	Unit
forearm pass.	<i>executing a forearm pass? What should you do with your shoulders? Your forearms?</i>	<ul style="list-style-type: none"> <li>• Volley Tennis</li> </ul>	
2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.	Sample debrief question: <i>How long does it take to get ready to execute a forehand swing? A backhand swing? When should you begin your swing?</i>	<ul style="list-style-type: none"> <li>• Introduction to the Forehand Stroke</li> <li>• Introduction to the Backhand Stroke</li> <li>• Extreme Rally</li> </ul>	Racquets and Paddles
2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.	Sample debrief question: <i>If I want my ball to go in a specific direction, what must I do with my arms (racquet, bat, etc.)</i>	<ul style="list-style-type: none"> <li>• Serve, Return, Catch</li> <li>• Extreme Rally</li> <li>• Target Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Handball</li> <li>• Golf</li> </ul>
2.9 Identify opportunities to pass or dribble while being guarded.	Sample debrief question: <i>At what times would it be more appropriate to pass rather than dribble?</i>	<ul style="list-style-type: none"> <li>• Keep Away 2-on-1</li> <li>• Keep Away (3-on-1)</li> <li>• Keep Away (2-on-1)</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Soccer</li> <li>• Hockey</li> </ul>
2.10 Identify steps and rhythm patterns for folk and line dances.	Sample debrief question: <i>What pattern is repeated in a different direction?</i>	<ul style="list-style-type: none"> <li>• Rev Up the Electric Slide</li> <li>• The Korobushka Jigsaw</li> <li>• The Norwegian Polka</li> </ul>	Dance
2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.	Sample debrief question: <i>What makes a performance visually appealing? How would changing the speed (direction, level, etc.) affect the way your routine looks?</i>	<ul style="list-style-type: none"> <li>• Create a 4-Wall Line Dance</li> <li>• Create a Poco Loco</li> <li>• Create a Hip Hop Routine</li> </ul>	Dance

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>2.12</b> Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</p>	<p>Sample debrief question:  <i>How did your game involve teamwork and cooperation? What locomotor skills did you use?</i></p>	<ul style="list-style-type: none"> <li>• Volleyball Xtreme</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 3</b> <b>Assess and maintain a level of physical fitness to improve health and performance.</b>			
<b>3.1</b> Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.	Personally Fit	Personally Fit	Personally Fit
<b>3.2</b> Compare individual physical fitness results with research-based standards for good health.	Personally Fit	Personally Fit	Personally Fit
<b>3.3</b> Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).	Personally Fit	Personally Fit	Personally Fit
<b>3.4</b> Participate in moderate to vigorous physical activity a minimum of four days each week.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Combining Aerobic Capacity and</li> </ul>	Fitness

Content Standards	Assessment Strategies	Sample Activities	Unit
		Flexibility <ul style="list-style-type: none"> <li>• Body Composition Circuit</li> </ul>	
3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.	Personally Fit	Personally Fit	Personally Fit
3.6 Monitor the intensity of one's heart rate during physical activity.	<i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Daytona 2000</li> <li>• Create a Routine (Aerobic Capacity)</li> </ul>	Fitness



Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 4</b> <b>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</b>			
<b>4.1</b> Distinguish between effective and ineffective warm-up and cool-down techniques.	Sample debrief question: <i>What should be included in a proper warm-up? What should be included in a proper cool-down?</i>	<ul style="list-style-type: none"> <li>• Range of Motion</li> <li>• Individual Warm-Up Routines</li> <li>• Partner Warm-Up Routines</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Jump Rope</li> <li>• Jump Rope</li> </ul>
<b>4.2</b> Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.	Sample debrief question: <i>What activities did you include to meet each fitness component?</i>	Personally Fit	Personally Fit
<b>4.3</b> Identify contraindicated exercises and their adverse effects on the body.	Sample debrief question: <i>What types of stretches are unsafe? Why?</i>	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	Fitness
<b>4.4</b> Classify physical activities as aerobic or anaerobic.	<i>Create a Routine (Fitness/Aerobic Capacity) Wellness Integration</i>	<ul style="list-style-type: none"> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Aerobic Capacity Circuit</li> <li>• Create a Routine</li> </ul>	Fitness

Content Standards	Assessment Strategies	Sample Activities	Unit
		(Aerobic Capacity)	
4.5 Explain methods of monitoring heart rate intensity.	Sample debrief question: <i>What are some ways of measuring how hard your heart is working during a physical activity?</i>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Daytona 2000</li> <li>• Create a Routine (Aerobic Capacity)</li> </ul>	Fitness
4.6 List the long-term benefits of participation in regular physical activity.	Sample debrief question: <i>What are the benefits over time of participating in physical activities and exercise on a regular basis?</i>	<ul style="list-style-type: none"> <li>• Fun and Fitness Circuit</li> <li>• SPARK Events</li> <li>• Throw and Sprint Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Various Units</li> <li>• Track</li> </ul>
4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.	Sample debrief question: <i>How long would you need to run to burn the calories that are in one cup of ice cream?</i>	Personally Fit	

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 5</b> Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.			
<b>5.1</b> Participate productively in group physical activities.	Cooperatives Task Card (Peer Coach, Cooperatives)	<ul style="list-style-type: none"> <li>• Fun and Fitness Circuit</li> <li>• Perimeter Move</li> <li>• 5-Spot Warm-Up</li> <li>• Human Pizza</li> <li>• Rock, Paper, Scissors</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• ASAP</li> <li>• ASAP</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>
<b>5.2</b> Evaluate individual responsibility in group efforts.	<ul style="list-style-type: none"> <li>• Coulda, Shoulda, Woulda (Cooperatives)</li> <li>• Teacher Rubric (Cooperatives)</li> </ul>	<ul style="list-style-type: none"> <li>• Radio Control</li> <li>• Phone Home</li> <li>• Pattern Passing</li> <li>• Turnstile</li> <li>• Boulder Runner</li> </ul>	Cooperatives
<b>5.3</b> Identify and define the role of each participant in a cooperative physical activity.	Self Check (Cooperatives) Teacher Rubric (Cooperatives)	<ul style="list-style-type: none"> <li>• Moon Ball</li> <li>• Centepede Pass</li> <li>• Adventure Racing 101</li> <li>• Poker Adventure Race</li> <li>• Flag Grab</li> <li>• Hoopla Adventure Race</li> </ul>	Cooperatives
<b>5.4</b> Identify and agree on a common goal when participating	Peer Coach (Cooperatives)	<ul style="list-style-type: none"> <li>• Cross the Pond</li> <li>• Logjam</li> </ul>	Cooperatives

Content Standards	Assessment Strategies	Sample Activities	Unit
in a cooperative physical activity.		<ul style="list-style-type: none"> <li>• Corridor Challenge</li> <li>• Hands Free</li> </ul>	
5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.	Teacher Rubric (Cooperatives)	<ul style="list-style-type: none"> <li>• Problem-Solver Adventure Race</li> <li>• Radioactive River</li> <li>• Karrimor International Mountain Marathon</li> </ul>	Cooperatives

SPARK Alignment with CA Physical Education Standards  
Grade 7  
(MS Version 2011)

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 1</b> <b>Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</b>			
<b>1.1</b> Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling to Open Space</li> <li>• Punting</li> <li>• Dribble Keep Away</li> <li>• Volleyball Stations</li> <li>• Fly Out Throw Out</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Soccer</li> <li>• Volleyball</li> <li>• Softball</li> </ul>
<b>1.2</b> Perform multicultural dances.	Dance: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• La Bomba Poco Loco</li> <li>• Rev up the Bomba Poco Loco</li> <li>• Merengue Etiquette Basics</li> <li>• Merengue Jigsaw (Lady's Turns, Gentleman's Turns)</li> <li>• Merengue Sweetheart</li> </ul>	Dance
<b>1.3</b> Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.	Stunts and Tumbling, Dance, Jump Rope Teacher Rubrics	<ul style="list-style-type: none"> <li>• Creating Combinations</li> <li>• Stunts and Tumbling Buffet</li> <li>• Create a Hip Hop Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Dance</li> <li>• Dance</li> <li>• Jump Rope</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
		<ul style="list-style-type: none"> <li>• Create your own Merengue Move</li> <li>• Create a Routine</li> </ul>	
<p>1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Chip and Putt Course</li> <li>• Singles/Doubles Game Play</li> <li>• Singles/Doubles Game Play</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Handball</li> <li>• Racquets and Paddles</li> </ul>
<p>1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.</p>	<p>Track:</p> <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Sprinting</li> <li>• Hurdling</li> <li>• Jumps</li> <li>• Sprint and Jump Circuit</li> <li>• Shot Put</li> <li>• Throw and Sprint Circuit</li> <li>• 800m Run</li> <li>• 1600m Run</li> <li>• Baton Relay</li> </ul>	<p>Track</p>
<p>1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.</p>	<p>Track:</p> <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field Adventure Race</li> </ul>	<p>Track</p>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 2</b> <b>Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</b>			
<b>2.1</b> Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.	Specific Unit Written Tests	<ul style="list-style-type: none"> <li>• Dribbling to Open Space</li> <li>• Punting</li> <li>• Dribble Keep Away</li> <li>• Volleyball Stations</li> <li>• Fly Out Throw Out</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Soccer</li> <li>• Volleyball</li> <li>• Softball</li> </ul>
<b>2.2</b> Analyze movement patterns and correct errors.	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> <li>• Individual Juggling</li> <li>• Putting to Targets</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• World Games</li> <li>• Golf</li> </ul>
<b>2.3</b> Use principles of motor learning to establish, monitor, and meet goals for motor skill development.	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Trick Circuit</li> <li>• Stunts and Tumbling Buffet</li> <li>• Disc Throwing Stations</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Stunts and Tumbling</li> <li>• Flying Disc</li> </ul>
<b>2.4</b> Explain and demonstrate spin and rebound principles for performing manipulative skills.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Shooting</li> <li>• Advanced Shots</li> <li>• Target Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Handball</li> <li>• Racquets and Paddles</li> </ul>
<b>2.5</b> Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> <li>• Hip Hop Basic Moves Jigsaw</li> <li>• Merengue Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Dance</li> <li>• Dance</li> </ul>
<b>2.6</b> Diagram and demonstrate basic	Specific Unit:	<ul style="list-style-type: none"> <li>• Pass or Dribble?</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
offensive and defensive strategies for individual and dual physical activities.	<ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Written Test</li> </ul>		
2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.	Volleyball Teacher Rubric	<ul style="list-style-type: none"> <li>• Volleyball Xtreme</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> </ul>



Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 3</b> <b>Assess and maintain a level of physical fitness to improve health and performance.</b>			
<b>3.1</b> Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.	Fitness: <ul style="list-style-type: none"> <li>● MS Unit Written Tests</li> <li>● Peer Coach</li> <li>● Self Check</li> <li>● Teacher Rubrics</li> </ul>	Personally Fit	Fitness
<b>3.2</b> Evaluate individual measures of physical fitness in relationship to patterns of physical activity.	Fitness: <ul style="list-style-type: none"> <li>● MS Unit Written Tests</li> <li>● Peer Coach</li> <li>● Self Check</li> <li>● Teacher Rubrics</li> </ul>	Personally Fit	Fitness
<b>3.3</b> Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.	Fitness: <ul style="list-style-type: none"> <li>● MS Unit Written Tests</li> <li>● Peer Coach</li> <li>● Self Check</li> <li>● Teacher Rubrics</li> </ul>	Personally Fit	Fitness
<b>3.4</b> Plan a weekly personal physical fitness program in collaboration with the teacher.	Fitness: <ul style="list-style-type: none"> <li>● MS Unit Written Tests</li> <li>● Peer Coach</li> <li>● Self Check</li> <li>● Teacher Rubrics</li> </ul>	Personally Fit	Fitness

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>3.5</b> Participate in moderate to vigorous physical activity a minimum of four days each week.</p>	<p>Personally Fit Activity Challenge: In the Mood to Move</p>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Basic Exercise Techniques</li> <li>• Fitness in the Middle</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> <li>• Nutrition Team Challenge</li> <li>• Fruit Smoothie</li> </ul>	<p>Fitness</p>
<p><b>3.6</b> Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.</p>	<p>Fitness:</p> <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<p>Personally Fit</p>	<p>Fitness</p>

Content Standards	Assessment Strategies	Sample Activities	Unit

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 4</b> <b>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</b>			
<b>4.1</b> Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.	Jump Rope, Fitness: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Warm-Up Routines (ASAP)</li> <li>• Partner Warm-Up Routines (ASAP)</li> <li>• Personally Fit</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Jump Rope</li> <li>• Fitness</li> </ul>
<b>4.2</b> Identify physical activities that are effective in improving each of the health-related physical fitness components.	Fitness Unit Written Test Sample debrief question: <i>What are some activities that are effective in improving each of the health-related physical fitness components?</i>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Basic Exercise Techniques</li> <li>• Fitness in the Middle</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Range of Motion Circuit</li> <li>• Balancing Strength and Flexibility Circuit</li> <li>• Introduction to Yoga</li> <li>• Introduction to</li> </ul>	Fitness

Content Standards	Assessment Strategies	Sample Activities	Unit
		Pilates <ul style="list-style-type: none"> <li>● Combining Aerobic Capacity and Flexibility</li> <li>● Body Composition Circuit</li> <li>● Body Composition BINGO</li> <li>● Build a Pyramid</li> <li>● Nutrition Team Challenge</li> <li>● Fruit Smoothie</li> </ul>	
<p>4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.</p>	Fitness: MS Unit Written Tests	<ul style="list-style-type: none"> <li>● Gotta Have Heart</li> <li>● Aerobic Capacity Circuit</li> <li>● Heart Rate Highway</li> <li>● Basic Exercise Techniques</li> <li>● Fitness in the Middle</li> <li>● Resistance Band Workout</li> <li>● Stability Ball and Medicine Ball Workout</li> <li>● Range of Motion Circuit</li> <li>● Balancing Strength and Flexibility Circuit</li> </ul>	Fitness

Content Standards	Assessment Strategies	Sample Activities	Unit
		<ul style="list-style-type: none"> <li>• Introduction to Yoga</li> <li>• Introduction to Pilates</li> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> <li>• Nutrition Team Challenge</li> <li>• Fruit Smoothie</li> </ul>	
<p><b>4.4</b> Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.</p>	<p><i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i></p>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Daytona 2000</li> <li>• Create a Routine (Aerobic Capacity)</li> </ul>	<p>Fitness</p>
<p><b>4.5</b> Describe the role of physical activity and nutrition in achieving physical fitness.</p>	<p>Fitness: MS Unit Written Tests</p>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> </ul>	<p>Fitness</p>

Content Standards	Assessment Strategies	Sample Activities	Unit
		<ul style="list-style-type: none"> <li>• Nutrition Team Challenge</li> <li>• Fruit Smoothie</li> </ul>	
<p><b>4.6</b> Identify and apply the principles of overload in safe, age-appropriate activities.</p>	<p>Sample debrief question: <i>How would you use the principle of overload to safely improve your muscular strength?</i></p>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Fitness in the Middle</li> </ul>	<p>Fitness</p>
<p><b>4.7</b> Explain progression, overload, and specificity as principles of exercise.</p>	<p>Sample debrief question: <i>How would you describe the principle of overload to improve your muscular strength?</i></p>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Fitness in the Middle</li> </ul>	<p>Fitness</p>
<p><b>4.8</b> Discuss the effect of extremity growth rates on physical fitness.</p>	<p>Fitness: MS Unit Written Tests</p>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Fitness in the Middle</li> </ul>	<p>Fitness</p>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 5</b> Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.			
<b>5.1</b> Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.	Cooperatives: <ul style="list-style-type: none"> <li>● Peer Coach</li> <li>● Self Check</li> <li>● Teacher Rubrics</li> <li>● Coulda Shoulda Woulda (all units)</li> </ul>	Radio Control	Cooperatives
<b>5.2</b> Accept responsibility for individual improvement.	Cooperatives: <ul style="list-style-type: none"> <li>● Peer Coach</li> <li>● Self Check</li> <li>● Teacher Rubrics</li> <li>● Coulda Shoulda Woulda (all units)</li> </ul>	Radio Control	Cooperatives
<b>5.3</b> Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.	Cooperatives: <ul style="list-style-type: none"> <li>● MS Unit Written Tests</li> <li>● Peer Coach</li> <li>● Self Check</li> <li>● Teacher Rubrics</li> <li>● Coulda Shoulda Woulda (all units)</li> </ul>	<ul style="list-style-type: none"> <li>● Phone Home</li> <li>● Down the Line</li> <li>● Turnstile</li> </ul>	Cooperatives
<b>5.4</b> Evaluate the effect of expressing encouragement to others while participating in a group physical activity.	Cooperatives: <ul style="list-style-type: none"> <li>● MS Unit Written Tests</li> <li>● Peer Coach</li> <li>● Self Check</li> </ul>	<ul style="list-style-type: none"> <li>● Pattern Tosses</li> <li>● Adventure Racing 101</li> <li>● Cross the Pond</li> <li>● Log Jam</li> </ul>	Cooperatives



Content Standards	Assessment Strategies	Sample Activities	Unit
	<ul style="list-style-type: none"> <li>• Teacher Rubrics</li> <li>• Coulda Shoulda Woulda (all units)</li> </ul>	<ul style="list-style-type: none"> <li>• Poker Adventure Race</li> <li>• Seconds to Spare</li> <li>• Centipede Pass</li> <li>• Indiana Jones</li> <li>• Corridor Challenge</li> <li>• Hands Free</li> <li>• Final Cooperative Adventure Race</li> <li>• Cross the Great Divide</li> <li>• Radioactive River</li> <li>• Karrimor International Mountain Marathon</li> </ul>	
<p><b>5.5</b> Identify the responsibilities of a leader in physical activity.</p>	<p>Cooperatives:</p> <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> <li>• Coulda Shoulda Woulda (all units)</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern Tosses</li> <li>• Adventure Racing 101</li> <li>• Cross the Pond</li> <li>• Log Jam</li> <li>• Poker Adventure Race</li> <li>• Seconds to Spare</li> <li>• Centipede Pass</li> <li>• Indiana Jones</li> <li>• Corridor Challenge</li> <li>• Hands Free</li> <li>• Final Cooperative Adventure Race</li> </ul>	<p>Cooperatives</p>

Content Standards	Assessment Strategies	Sample Activities	Unit
		<ul style="list-style-type: none"><li>• Cross the Great Divide</li><li>• Radioactive River</li><li>• Karrimor International Mountain Marathon</li></ul>	

SPARK Alignment with CA Physical Education Standards  
Grade 8  
(MS Version 2011)

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 1</b> <b>Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</b>			
1.1 Identify and demonstrate square dance steps, positions, and patterns set to music.	*Square dances not specifically included in MS curriculum  Dance: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self Check</li> <li>• Peer Coach</li> <li>• MS Unit Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil Full of Lead</li> <li>• Poco Loco</li> <li>• Corazon Espinado</li> <li>• Poco Loco</li> <li>• Hip Hop Basic Moves</li> <li>• Jigsaw</li> <li>• Swing Etiquette and Basics</li> <li>• Swing Jigsaw (Lady's Turns, Gentleman's Turns)</li> <li>• Swing Sweetheart</li> <li>• More Swing Moves</li> </ul>	Dance
1.2 Create and perform a square dance.	*Square dances not specifically included in MS curriculum  Dance: <ul style="list-style-type: none"> <li>• Test</li> <li>• Teacher Rubric</li> <li>• Self Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Hip Hop Routine</li> <li>• Create your own Swing Moves</li> </ul>	Dance

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>1.3</b> Demonstrate basic offensive and defensive skills and strategies in team physical activities.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>● Self Check</li> <li>● Peer Coach</li> <li>● Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Zone and Player-to-Player Defenses</li> <li>● Defense</li> <li>● Zone and Person Defense</li> <li>● Zone and Player-to-Player Defenses</li> <li>● Zone Defense</li> </ul>	<ul style="list-style-type: none"> <li>● Basketball</li> <li>● Football</li> <li>● Flying Disc</li> <li>● Soccer</li> <li>● Hockey</li> </ul>
<p><b>1.4</b> Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>● Self Check</li> <li>● Peer Coach</li> <li>● Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Hockey Adventure Race</li> <li>● Mini-Volleyball</li> <li>● Tee Ball Derby</li> </ul>	<ul style="list-style-type: none"> <li>● Hockey</li> <li>● Volleyball</li> <li>● Softball</li> </ul>
<p><b>1.5</b> Demonstrate fundamental gymnastic/tumbling skills.</p>	<p>Stunts and Tumbling:</p> <ul style="list-style-type: none"> <li>● Self Check</li> <li>● Peer Coach</li> <li>● Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Guided Tour</li> <li>● Partner Stunts</li> </ul>	<p>Stunts</p>
<p><b>1.6</b> Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.</p>	<p>Stunts and Tumbling:</p> <ul style="list-style-type: none"> <li>● Self Check</li> <li>● Peer Coach</li> <li>● Teacher Rubric</li> <li>● Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>● Creating Combinations</li> <li>● Stunts and Tumbling Buffet</li> <li>● Create a Routine</li> </ul>	<p>Stunts</p>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 2</b> <b>Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</b>			
<b>2.1</b> Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.	Sample debrief question: <i>How can you apply your racquet skills to handball? To volleyball?</i>	<ul style="list-style-type: none"> <li>• Introduction to the Serve</li> <li>• Introduction to the Handball Serve</li> <li>• Serving Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Handball</li> <li>• Volleyball</li> </ul>
<b>2.2</b> Explain the rotation principles used in performing various manipulative skills.	Sample debrief question: <i>How do you apply rotation principles when performing a cartwheel? Throwing a disc?</i>	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> <li>• Shot Put</li> <li>• Disc Throwing Stations</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Track</li> <li>• Flying Disc</li> </ul>
<b>2.3</b> Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.	Sample debrief question: <i>How is your performance affected in track and field events as you grow taller? As you gain weight? How does your size influence the events in which you have the greatest success?</i>	<ul style="list-style-type: none"> <li>• Sprint and Jump Circuit</li> <li>• Stunts and Tumbling Buffet</li> <li>• Introduction to Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Track</li> <li>• Stunts and Tumbling</li> <li>• Fitness</li> </ul>
<b>2.4</b> Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.	Specific Unit Written Tests, Self-Checks, Peer Coach	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> <li>• Advanced Shots</li> <li>• Sepak Takraw</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Handball</li> <li>• World Games</li> </ul>
<b>2.5</b> Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and	Specific Unit Written Tests	<ul style="list-style-type: none"> <li>• Zone and Player-to-Player Defenses</li> <li>• Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Flying Disc</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
activities.		<ul style="list-style-type: none"> <li>• Zone and Person Defense</li> <li>• Zone and Player-to-Player Defenses</li> <li>• Zone Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Hockey</li> </ul>
<p><b>2.6</b> Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.</p>	<p><i>Create a Game Task Card</i></p>	<ul style="list-style-type: none"> <li>• Volleyball Xtreme</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 3</b> <b>Assess and maintain a level of physical fitness to improve health and performance.</b>			
<b>3.1</b> Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.	Personally Fit		
<b>3.2</b> Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.			
<b>3.3</b> Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.			
<b>3.4</b> Participate in moderate to vigorous physical activity a minimum of four days each week.	Fitness: <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Combining Aerobic Capacity and Flexibility</li> </ul>	Fitness

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>3.5</b> Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.</p>	<p>Personally Fit</p>		
<p><b>3.6</b> Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).</p>	<p>Sample debrief question:  <i>What are some precautions you can take when exercising in extreme heat? What are some appropriate physical activities you can perform if your fitness program is disrupted by inclement weather?</i></p>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Daytona 2000</li> </ul>	<p>Fitness</p>



Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 4</b> <b>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</b>			
<b>4.1</b> Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.	Sample debrief question: <i>What activities did you select for your fitness plan that addressed each fitness component?</i>	<ul style="list-style-type: none"> <li>• Range of Motion Circuit</li> <li>• Individual Warm-up Routines</li> <li>• Partner Warm-up Routines</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Jump Rope</li> <li>• Jump Rope</li> </ul>
<b>4.2</b> Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.	Sample debrief question: <i>What types of upper body strength training activities can you do without any equipment? What types of aerobic capacity activities can you substitute for running if you injure your ankle?</i>	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	Fitness
<b>4.3</b> Identify ways of increasing physical activity in routine daily activities.	Sample debrief question: <i>What are some things you can do to increase the amount of physical activity you get in your every-day routines?</i>	<ul style="list-style-type: none"> <li>• Personally Fit</li> </ul>	<ul style="list-style-type: none"> <li>• Personally Fit</li> </ul>
<b>4.4</b> Identify and apply basic principles in weight/resistance training and safety practices.	Sample debrief question: <i>How can you safely apply the principle of overload to your weight training routine?</i>	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball</li> </ul>	Fitness

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>4.5</b> Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.</p>	<p>Sample debrief question: <i>How does diet and exercise affect your weight? How you feel about yourself? How well you can perform your chosen sport?</i></p>	<p>Workout</p> <ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> <li>• Nutrition Team Challenge</li> <li>• Fruit Smoothie</li> </ul>	<p>Fitness</p>
<p><b>4.6</b> Explain the different types of conditioning for different physical activities.</p>	<p>Sample debrief question: <i>How would the training for a sprinter differ from that of a distance runner?</i></p>	<ul style="list-style-type: none"> <li>• Sprinting</li> <li>• 800m Run</li> <li>• 1600m Run</li> </ul>	<p>Track</p>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 5</b> Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.			
<b>5.1</b> Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.	Cooperatives: <ul style="list-style-type: none"> <li>● Peer Coach</li> <li>● Self Check</li> <li>● Teacher Rubrics</li> <li>● Coulda Shoulda Woulda (all units)</li> </ul>	<ul style="list-style-type: none"> <li>● Adventure Racing 101</li> <li>● Poker Adventure Race</li> <li>● Final Cooperative Adventure Race</li> <li>● Team Events</li> </ul>	Cooperatives  Various Units
<b>5.2</b> Organize and work cooperatively with a group to achieve the goals of the group.	Cooperatives: <ul style="list-style-type: none"> <li>● Peer Coach</li> <li>● Self Check</li> <li>● Teacher Rubrics</li> <li>● Coulda Shoulda Woulda (all units)</li> </ul>	<ul style="list-style-type: none"> <li>● Adventure Racing 101</li> <li>● Poker Adventure Race</li> <li>● Final Cooperative Adventure Race</li> <li>● Team Events</li> </ul>	Cooperatives  Various Units
<b>5.3</b> Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.	Fitness: <ul style="list-style-type: none"> <li>● MS Unit Written Tests</li> <li>● Teacher Rubrics</li> </ul>	Personally Fit	Fitness
<b>5.4</b> Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.	Cooperatives: <ul style="list-style-type: none"> <li>● MS Unit Written Tests</li> <li>● Peer Coach</li> <li>● Self Check</li> </ul>	<ul style="list-style-type: none"> <li>● Phone Home</li> <li>● Down the Line</li> <li>● Radio Control</li> <li>● Turnstile</li> </ul>	Cooperatives

Content Standards	Assessment Strategies	Sample Activities	Unit
	<ul style="list-style-type: none"> <li>• Teacher Rubrics</li> <li>• Coulda Shoulda Woulda (all units)</li> </ul>		
<p><b>5.5</b> Accept the roles of group members within the structure of a game or activity.</p>	<p>Cooperatives:</p> <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> <li>• Coulda Shoulda Woulda (all units)</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern Tosses</li> <li>• Adventure Racing 101</li> <li>• Cross the Pond</li> <li>• Log Jam</li> <li>• Poker Adventure Race</li> <li>• Seconds to Spare</li> <li>• Centipede Pass</li> <li>• Indiana Jones</li> <li>• Corridor Challenge</li> <li>• Hands Free</li> <li>• Final Cooperative Adventure Race</li> <li>• Cross the Great Divide</li> <li>• Radioactive River</li> <li>• Karrimor International Mountain Marathon</li> </ul>	<p>Cooperatives</p>
<p><b>5.6</b> Describe leadership roles and responsibilities in the context of team games and activities.</p>	<p>Cooperatives:</p> <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> <li>• Coulda Shoulda Woulda (all</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern Tosses</li> <li>• Adventure Racing 101</li> <li>• Cross the Pond</li> <li>• Log Jam</li> <li>• Poker Adventure Race</li> </ul>	<p>Cooperatives</p>

Content Standards	Assessment Strategies	Sample Activities	Unit
	units)	<ul style="list-style-type: none"> <li>• Seconds to Spare</li> <li>• Centipede Pass</li> <li>• Indiana Jones</li> <li>• Corridor Challenge</li> <li>• Hands Free</li> <li>• Final Cooperative Adventure Race</li> <li>• Cross the Great Divide</li> <li>• Radioactive River</li> <li>• Karrimor International Mountain Marathon</li> </ul>	
<p><b>5.7</b> Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.</p>	<p>Cooperatives:</p> <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> <li>• Coulda Shoulda Woulda (all units)</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern Tosses</li> <li>• Adventure Racing 101</li> <li>• Cross the Pond</li> <li>• Log Jam</li> <li>• Poker Adventure Race</li> <li>• Seconds to Spare</li> <li>• Centipede Pass</li> <li>• Indiana Jones</li> <li>• Corridor Challenge</li> <li>• Hands Free</li> <li>• Final Cooperative Adventure Race</li> <li>• Cross the Great Divide</li> </ul>	<p>Cooperatives</p>

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