



Preliminary Curriculum Considerations

Physical Education Curriculum Description

The curriculum description is used to provide an overview of the curriculum being assessed. The PECAT coordinator or the entire PECAT committee can complete the curriculum description form.

Curriculum Description Items

1. Name of Curriculum: **SPARK**
2. Year developed or published: **1994** Year revised: **2011 (HS)**
3. Publisher/Developer/Distributor Name: **San Diego State University Foundation**
Sponsored by School Specialty

Contact Person: The SPARK Programs

Address: 438 Camino Del Rio South, Suite 110 San Diego, CA 92108

Phone: 1-833-73-SPARK

4. What are the overall goals or focus of the curriculum?

The original study was created to reduce cardiovascular disease risk factors (e.g., obesity, high blood pressure, sedentary lifestyle) that often begin in childhood. Project SPARK evolved into the SPARK Programs, an organization dedicated to improving the quantity and quality of physical education for teachers and children everywhere. The SPARK programs are designed to involve all children, be more active, incorporate social skills, and emphasize both health-related fitness and skill development. It is designed to be a practical aid to elementary physical education providers—both specialists and classroom teachers—as a user-friendly document that can be implemented in the “real world.”

5. What grade levels does the curriculum address? (check all that apply)

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

**While the SPARK curriculum addresses all grade levels, this specific analysis focuses on the High School curriculum for grades 9-12.*

6. How many lessons/sessions are in the curriculum?

High School Curriculum:

The units in the SPARK High School manual were designed to comprise 1 year of high quality physical education. There are more than enough units and activities to fill a 40-week academic calendar. For those schools that offer more than 1 year of HS PE there are 2 main resources to use:

1) Activity Modifications – SPARK HS PE activities include a series of Game Resets designed to change the original activity, making it more (FFwd) or less (Rewind) challenging. Use Game Resets to meet the needs of your students.

2) Web Units (SPARKfamily.org) – There is a collection of Web Units for SPARKfamily.org members that can be downloaded in the form of eBooks, which can be viewed on an iPad or other e-reader, or printed and inserted into the SPARK HS PE binder.

Units (Number of Lessons per unit)

- SPARK HS PE 101 (6)
- Active Soon As Possible (ASAP) 1 Fitness-Specific ASAP, most units have a Unit-Specific ASAP
- Integrated Fitness Units:
 - Group Fitness Classes (10)
 - Strength Training (10)
 - Wellness Walking (6)
- Games-Based Units
 - Badminton (8)
 - Basketball (8)
 - Cooperatives: Orienteering (10)
 - Dance (10)
 - Flying Disc: Ultimate (8)
 - Football (8)
 - Hockey (8)
 - Soccer (8)
 - Softball (8)
 - Volleyball (8)
 - World Games: Cricket (8)

Additional Activities/Materials (SPARKfamily.org Website)

- Additional Units (i.e., Aquatics, Self-Defense, Group Fitness Classes)
- Home Activity Challenges
- Fitness / Games-Based 101 Cards
- Leveled Assessment Choices
- Long Term Grouping (LTG) Documents
- Personally Fit Wellness Extensions
- Unit-based Instructional Media
- SPARK Fitness Instructor (SFI) Materials
- SPARKfit Resources
- Video Demonstrations

7. Is use of this particular curriculum required by the school board or school superintendent's office?

N/A

8. Has the curriculum ever been reviewed by another committee?

Don't know

9. What guidance does the curriculum provide to notify parents and families about the curriculum or content of instruction?

Home Activity Challenges

10. List the materials, tools, technology, and resources included in the curriculum (e.g., lesson plans, teaching aids such as posters, fitness assessment tools, slides or transparencies).

The SPARK High School (HS) PE Program materials include:

The SPARK HS PE Manual

All that is needed to start teaching SPARK HS PE. Includes introductory information, SPARK HS PE 101 lessons for your first 6 classes, active roll-taking strategies (ASAP), 3 integrated Fitness Units, along with 11 Games-Based Units.

SPARKfamily.org Website

SPARKfamily.org is a password-protected website hosting digital tools to support your SPARK HS Physical Education Program. Including:

- Downloadable Instructional Media Files
- Print and Electronic Assessment Tools
- SPARK Event Resources
- Video Demonstrations of SPARK HS PE Skills and Activities



SPARK Manual

SPARK HS PE 101

SPARK HS PE 101 is designed to be the first unit of the school year. Six sequential lessons provide a framework to establish routines, define expectations, and build a safe and positive physical education culture.

Active Soon As Possible: ASAP

The ASAP introduction section explains the purpose and procedures for SPARK HS PE ASAP implementation.

Instructional Materials

Integrated Fitness Units (Manual & SPARKfamily.org)

SPARK HS Fitness Units include Strength Training (ST), Wellness Walking (WW), and Group Fitness (GF). Students experience each lifetime fitness option in a unique and engaging way, designed to offer an introduction to the activity as well as develop competency and confidence for future participation.

During each fitness unit, students have the choice to earn SPARK Fitness Instructor (SFI) Certification. Once all fitness units have been taught, students choose a "Fitness Club" (ST, WW, or GF) to join on each fitness-based day. Clubs are "staffed" and led by those students who earned SFI status. Fitness Units are integrated into the yearly plan and unit schedules every-other day, or on even days in a 5-day cycle. The overall fitness experience is designed to model real-world activity habits, and is authenticated through basic training in fitness content, the creation of personal fitness programs, and the optional certification process.

Game-Based Units (Manual & SPARKfamily.org)

Eleven Units are designed to further advance students from skill development to authentic skill application, rhythmic competency, and personal and social responsibility. Units follow a consistent format starting with unit-specific Personal Best Assessments for benchmarking student competency and setting goals for personalized development. Personal Best data is recommended for creating Long-Term Grouping (LTG). This management strategy calls for the creation of learning teams early in the unit and keeping students together for the duration. LTG creates a context where teams have time to gel, and where loyalty, teamwork and personal growth are fostered. Units also contain student-focused activities such as Learning Jigsaws and Adventure Races (skill review), as well as Game Days (skill application). The use of LTG maximizes the effectiveness of each activity. Each of these activities leads to and plays a critical role in the success of the unit-based culminating SPARK Event. Each Event represents a meaningful destination, inspiring students to work cooperatively toward successful participation. It promotes a spirit of unity within teams and offers an opportunity for teachers to define healthy competition between teams.



SPARKfamily.org Website

Introductory Sections

Introduction to SPARK HS PE

SPARK HS PE was designed to be integrated into high school physical education programs and empower students to adopt life-long activity and wellness practices. Through SPARK HS PE, students apply the skills and knowledge learned and refined in the K-6 and Middle School PE programs. This includes a variety of activities in a supportive environment, continue to build robust activity literacy, and thus become more confident and competent participants.

Teaching Strategies for SPARK HS PE

SPARK provides teaching strategies for instructors to respond effectively to the needs of individuals and to help create a supportive and positive learning environment. SPARK teaching strategies align with program objectives, have been field tested, and reflect extensive research.

They address: organization and management, skill assessment, building a positive learning environment, repeating, modifying and extending lessons, fitness and activity levels, and making classes more enjoyable. SPARK teaching strategies are modeled during SPARK workshops. Visit www.sparkpe.org for more information on SPARK staff development opportunities.

Instructional Materials

Additional Units

In order to expand the offering of High School content for greater teaching flexibility, SPARK provides additional HS units in electronic format.

Home Activity Challenges

Out of class activity challenges to reinforce unit skills and promote physical activity at home and during other times outside of physical education.

Fitness / Game-Based 101 Cards

This includes a comprehensive overview of each unit with essential information for teachers and students.

Leveled Assessment Choices

Teacher assessment options include both cognitive/behavioral and skill-based assessments. These can be used in any combination to provide valuable feedback and data for personalized goal setting.

Long-Term Grouping (LTG) Documents

Tools designed to help teacher utilize LTG, creating fair and equitable learning teams.

Personally Fit Wellness Extensions

Monthly thematic wellness lessons specifically designed to promote lifelong personal fitness, healthful lifestyle choices, and physical activity skills.

Unit-based Instructional Media

Downloadable and printable Instructional Media Tools essential to implementing SPARK HS PE. This section of SPARKfamily.org contains unit content cards, practice plans, task cards, and more.

SPARK Fitness Instructor (SFI) Materials

This includes documents and tools for understanding and implementing SPARK Fitness Instructor Certifications within each Integrated Fitness Unit.

SPARKfit Resources

Fitness circuits and challenges designed to facilitate developmentally appropriate fitness challenges. Goal-setting tools as well as nutrition education extensions are also included.

Video Demonstrations

Video demonstrations of Personal Best Assessment skills are provided and are designed to be viewed by teachers and students. They model excellent technique and can be used for quick-play demonstrations, maximizing student activity time. Additional content-based videos are also available. These are optimized for desktop as well as portable viewing devices, such as iPod and iPad.



Accuracy Analysis

Directions: The accuracy analysis should be completed by persons from the PECAT committee capable of assessing the accuracy of the health and scientific information in the written physical education curriculum. The following questions are starting points for consideration:

- Are physical activities and skill activities within the written curriculum represented accurately (e.g., are flexibility exercises represented with accurate technique, form, and safety considerations) in pictures, graphs, and written text?
- Are the sources (e.g., research materials, references) of the physical education curriculum content made clear? If so, are they reputable sources (e.g., National Association for Sport and Physical Education publications)?

The original SPARK study was funded by the Heart, Lung, and Blood Institute of the National Institutes of Health. National and state guidelines, professional organizations (such as AAHPERD) and Healthy People Objectives for the Nation were some of the factors/resources considered during curriculum development. SPARK collaborators and web resources are included on the SPARKfamily.org website under “Resource Materials.”

- Are data, information, and sources of information up to date and accurately interpreted?

Up-to-date information (on physical education, physical activity, public health and physical fitness, NASPE Standards for Physical Education, NASPE Guidelines for Physical Activity, research benefits of physical activity, etc.) is included under Resource Materials on www.sparkpe.org.

- Does the curriculum use accurate and appropriate terminology (e.g., “physical education class” versus “gym class”)? **Yes**
- Are information, examples, scenarios, etc., relevant to the students’ lives? **Yes**

Acceptability Analysis

Directions: The acceptability analysis should be completed by people from the PECAT committee who are knowledgeable about the school expectations for physical education material; state and local school district policies, requirements, frameworks, and standards that guide physical education; and the physical education needs of students. Review the curriculum to determine whether there is anything in the curriculum (e.g., text, pictures, activities) that might:

- Be incompatible with school norms, student needs, or perspectives of families and the community; Promote biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics such as race, ethnicity, gender, religion, culture, or sexual orientation; or
- Be inconsistent with state statutes, state or district policy, requirements, or standards.

Some questions to consider when analyzing acceptability include the following:

- Does the curriculum address the physical education and physical activity needs of all students in the school, including those with disabilities and those who are not athletically gifted?
Each individual unit contains Inclusive Strategies for all activities. The SPARKfamily.org website includes a section that is a primer on differentiated learning and includes activities for students having special needs. Strategies are presented to create activity environments that enable every child, regardless of genetics, ability level, or gender, to feel successful every day.

- Does the curriculum reflect the perspectives, diversity, and needs among students, families, and the community?

Learning games and traditions from other cultures can be an enlightening experience with the potential to foster respect and other socially responsible behaviors that can last a lifetime. Many modern countries are multicultural in composition, with a blend of various traditions and values all within the same geographical borders. It is valuable for students to recognize and respect diverse aspects of their communities so that all of its citizens are able to contribute in a meaningful way. Therefore, Multicultural Education teaches students about the diversity found in the local and national community.

Likewise, Global Education teaches students about the diversity found at an international level. Students benefit by experiencing global diversity in a physical activity setting in order to foster respect for traditions and cultures that they may not otherwise discover around them. The HS World Games unit can be used as a blend of both Multicultural and Global Education and is aligned with NASPE and state content and performance standards. Students are encouraged to explore their own communities for more multicultural ideas and challenge them to search the globe for games that keep the world healthy and active.

Sample from the HS SPARK World Games Unit:

The SPARK Cricket Unit introduces World Games to students while providing an opportunity to participate in authentic performance experiences. Cricket is a bat and ball game first played in southern England in the 16th century. Today, cricket is played around the world with National Championships established in the UK, Australia, India, South Africa and the West Indies. As a recreational activity, it offers opportunity to develop fitness while displaying cooperation and personal responsibility.

Does the curriculum address issues required by special statute or policy including the requirements identified in the physical education framework or course of study?

SPARK alignment with individual state physical education content standards are available on the SPARK website.

Is there curriculum information or material that violates physical education requirements or mandates?

No

Is there anything in the curriculum sponsorship, information, or materials that reflects an inappropriate marketing message or improper attempt to influence teachers and students (e.g., marketing a particular brand or product, advocating interest that might conflict with the school's mission, advocating an interest that conflicts with the physical education outcomes and objectives)?

No

Feasibility Analysis

The feasibility analysis should be completed by persons from the PECAT committee who know whether the physical education curriculum content, materials, and instructional strategies can be successfully implemented and utilized in local schools. Complete each item below. Record notes to justify scores and to inform PECAT committee discussions and decisions.

1. The curriculum can be reasonably implemented within the capacity (e.g., level of training, certification in teaching physical education) of existing physical education teachers.

Yes

Notes: The SPARK manual is designed to be a practical aid to High School Physical Education providers—both specialists and classroom teachers. SPARK provides support and consultation to purchasers of the curriculum, as well as free quarterly newsletters via e-mail and regularly scheduled “webinars”.

2. The curriculum can be implemented within the available instructional time.

Time can be adjusted

Notes: Each unit plan can be used as is, or modified to suit individual needs. Variables are many, including: number of students, fitness levels, duration of PE class, days per week taught, weather, facilities, equipment, etc. The units in the SPARK High School manual were designed to comprise 1 year of high quality physical education. There are more than enough units and activities to fill a 40-week academic calendar. For those schools that offer more than 1 year of HS PE there are 2 main resources to use:

1) Activity Modifications – SPARK HS PE activities include a series of Game Resets designed to change the original activity, making it more (FFwd) or less (Rewind) challenging. Use Game Resets to meet the needs of your students.

2) Web Units (SPARKfamily.org) – There is a collection of Web Units for SPARKfamily.org members that can be downloaded in the form of eBooks, which can be viewed on an iPad or other e-reader, or printed and inserted into the SPARK HS PE binder.

3. The curriculum can be implemented with the existing physical education facilities and equipment.
Some activities call for specialized equipment. However, generic equipment will often work well.

Affordability Analysis

The affordability analysis should be completed by people who are knowledgeable about curriculum development, purchasing, implementation, and revision costs; costs in changing school operating procedures; and resources available for covering these costs. Complete each item below. Record notes to justify scores and inform PECAT committee discussions and decisions.

1. What is the initial cost of curriculum materials?

Items	Unit Cost	No. of Units Needed	Total Initial Cost (Unit cost times number of units needed)
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)	\$ 199 Includes book, Music CD, and SPARKfamily.org access		\$
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)	\$		\$
Required consumable student materials	\$		\$
Other (e.g., parent materials; take-home items)	\$		\$
Total Minimum Curriculum Purchase Costs	\$		\$
Optional supplementary materials (including suggested, but not required, consumable materials)	\$ 299 Includes all materials PLUS folio materials		\$
Total Initial Curriculum Costs	\$		\$

Notes and comments:

2. What is the cost of sustaining the curriculum materials annually?

Items	Unit Cost	No. of Units Needed	Total Initial Cost (Unit cost times number of units needed)
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)	\$		\$
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)	\$		\$
Required consumable student materials	\$		\$
Other (e.g., parent materials; take-home items)	\$		\$
Total Minimum Curriculum Purchase Costs	\$		\$
Optional supplementary materials (including suggested, but not required, consumable materials)	\$		\$
Total Sustaining Curriculum Costs	\$		\$

Notes and comments:

3. What are the additional financial costs related to curriculum implementation?

Additional staff	\$	Initial Cost Continuous Annual Cost
Professional development costs/ training fees	\$	Initial Cost Continuous Annual Cost
Paying substitutes to cover classes	\$	Initial Cost Continuous Annual Cost
Other	\$	Initial Cost Continuous Annual Cost
Other	\$	Initial Cost Continuous Annual Cost
Total Additional Costs	\$	

Notes and comments:

4. What funds are available for curriculum purchase and implementation?

SOURCE AMOUNT

	\$ _____
	\$ _____
	\$ _____

Notes and comments:

5. Funding Summary:

Item	Initial Cost	Annual Cost
Costs of materials (note: total initial cost is found on page 27; total annual cost is found on page 28)	\$ _____	\$ _____
Additional costs for implementation (note: to find initial implementation costs, add all "initial costs" from question 3 on page 29; next, add all "annual costs" identified from question 3, page 29)	\$ _____	\$ _____
Funds available for purchase and implementation (add total amount available from question 4 on page 29)	\$ _____	\$ _____

Notes and comments:

6. Identify needed changes in staffing, facilities, professional development, and class schedule so that lessons and student assessment protocols in the curriculum can be implemented as written. Briefly note any changes that require a cost in dollars, time, or effort.

7. Consider any costs that would be involved in revising the curriculum to ensure that the content is accurate and acceptable (see notes on the accuracy analysis chart, page 18, and acceptability analysis chart, pg. 23).

Notes and comments:

8. Based on the information above, score how affordable the curriculum appears to be.

(Write score in box below.)

- 4 = **Definitely affordable**
- 3 = **Probably affordable**
- 2 = **Possibly affordable**
- 1 = **Probably not affordable**
- 0 = **Definitely not affordable**

Affordability Analysis Score:

Grades 9-12

Student Expectations at the End of Grade 12

Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

By the end of grade 12, students should:

- Possess motor skills and movement patterns to perform a variety of physical activities to a degree of success that makes the activities enjoyable.
- Demonstrate basic and advanced skills and tactics to participate in at least three of the following different types of movement forms: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self- defense, dance, and gymnastics.
- Demonstrate basic skills and tactics to participate in at least two other movement forms from the above list.

Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

By the end of grade 12, students should:

- Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities and sports.
- Use complex movement concepts and principles to independently refine their skills and apply them to the learning of new skills.
- Integrate advanced physical activities so that the ability to learn, self-assess, and improve movement skills exists independently.
- Recognize elite-level performance.

Standard 3: The learner participates regularly in physical activity.

By the end of grade 12, students should:

- Fully recognize and understand the significance of physical activity in maintaining a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle.
- Willingly participate on a regular basis in physical activities that contribute to the attainment and maintenance of personal physical activity goals.
- Make decisions about their physical activity participation and assume a role in managing their participation based on personal interests, capabilities, and resources.
- Possess adequate movement and behavioral skills that provide a basis for continued learning and regular physical activity participation.
- Independently apply appropriate training principles to their physical activity and use pertinent scientific principles to enhance their participation in a specific activity or sport.
- Demonstrate an understanding of how and why adult patterns of physical activity participation change over time

Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness.

By the end of grade 12, students should:

- Assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors.
- Demonstrate responsibility for their health-related fitness status by participating on a regular basis in appropriate physical activities.
- Engage in activities in a variety of settings (e.g., school, home, workplace, community) for the purpose of achieving and maintaining health-related fitness.
- Interpret information from fitness tests and use the information to plan and design their own programs to achieve and maintain personal fitness goals that encompass all components of fitness.

Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings.

By the end of grade 12, students should:

- Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting.
- Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.
- Be able to respond to potentially explosive interactions with others by mediating and settling conflicts.
- Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society.
- Make enlightened personal choices for engaging in physical activity over the life span recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture.
- Develop a personal philosophy of physical activity participation that reflects personal practices in a variety of physical activity settings.

Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

By the end of grade 12, students should:

- Be more comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving.
- Enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving and while pursuing personal goals.
- Enjoy selected activities for regular participation either alone or with friends.
- Express several reasons why participation in regularly selected activities is enjoyable and desirable.

Content Analysis for Standard 1

Grades 9-12

The content analysis for standard 1, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

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

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Specific lessons about basic and advanced skills for at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	2		
Specific lessons about increasingly advanced specialized motor skills such as karate kicks, forehand and backhand tennis strokes, or step aerobics?	2		
Specific lessons about the combination of two or more specialized movement forms, such as a discus throw (e.g., spin, jump, land, and drive) or a series of dance steps performed to music?	2		
Specific lessons that allow for follow-up learning experiences to use basic and advanced skills and tactics of movement forms in applied settings (e.g., initial practice of polka steps broken down into basic form, followed by demonstrating the correct pattern for the polka with music)?	2		
Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Content Analysis Score for Standard 1 (Grades 9-12) = 9

(Add the numbers across for the total score and place this SCORE on scorecard, page 101.)

** Key for Scoring 2 = Fully: The curriculum sufficiently addresses each and every element of the question; 1 = Partially: The curriculum partially addresses the question; 0 = No: The curriculum does not address the question.*

Content Analysis for Standard 2

Grades 9-12

The content analysis for standard 2, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

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

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Specific lessons on critical features of movement forms, such as teaching students about the critical features of all specialized skills taught in grades 9-12?	2		
Specific lessons on movement concepts, including game, physical activity, and sport tactics taught throughout grades 9-12? Example: “Think Abouts...” included in each activity address the cognitive knowledge associated with movement concepts, principles, and strategies.	2		
Specific lessons on the mechanics of movement, such as torque, projectile distance, buoyancy, or the application of biomechanical principles to the self-assessment of motor skills?	2		
Specific lessons on motor learning and motor development concepts (e.g., discussing the role of short-term improvement in the learning process; stages of learning; or the role of reaction time across all age groups)?	2		
Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Content Analysis Score for Standard 2 (Grades 9-12) = 9

(Add the numbers across for the total score and place SCORE on scorecard, page 101.)

** Key for Scoring 2 = Fully: The curriculum sufficiently addresses each and every element of the question; 1 = Partially: The curriculum partially addresses the question; 0 = No: The curriculum does not address the question.*

Content Analysis for Standard 3

Grades 9-12

The content analysis for standard 3, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Specific lessons that teach students why patterns of participation in moderate and vigorous physical activity change over the life-span and how much activity is recommended for their age and for adults?	2		
Specific lessons that teach students how to independently develop and implement a personal physical activity program, based upon self-assessed physical activity and fitness, and personal choices and interests?	2		
Specific lessons that allow students to independently apply training principles to their own participation in their favorite activities and/or sports?	2		
Specific lessons that allow students to monitor physical activity and use appropriate behavior change strategies for improvement (e.g., goal setting, identifying social support systems)?	2		
Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Content Analysis Score for Standard 3 (Grades 9-12) = 9

(Add the numbers across for the total score and place SCORE on scorecard, page 101.)

** Key for Scoring 2 = Fully: The curriculum sufficiently addresses each and every element of the question; 1 = Partially: The curriculum partially addresses the question; 0 = No: The curriculum does not address the question.*

Content Analysis for Standard 4

Grades 9-12

The content analysis for standard 4, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Specific lessons on appropriate activities for each component of fitness, as well as activities that will help students meet their personal fitness goals?	2		
Specific lessons on basic exercise physiology concepts, such as: the brain’s ability to send signals and receive them from muscles, the cardiorespiratory system’s ability to adapt to varying levels of intense physical activity, and the principles of training in preparing for competitive sports or recreational activities?	2		
Specific lessons on age- and gender-appropriate health-related fitness standards and how to monitor and interpret personal fitness data?	2		
Specific lessons that allow students to develop a personal health-related fitness program, including specific goals?	2		
Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Content Analysis Score for Standard 4 (Grades 9-12) = 9

(Add the numbers across for the total score and place SCORE on scorecard, page 101.)

** Key for Scoring 2 = Fully: The curriculum sufficiently addresses each and every element of the question; 1 = Partially: The curriculum partially addresses the question; 0 = No: The curriculum does not address the question.*

Content Analysis for Standard 5

Grades 9-12

The content analysis for standard 5, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

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

*All SPARK HS PE units provide a unique framework for developing social skills and positive character traits.

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Specific lessons that provide students with an opportunity to demonstrate leadership, such as leading a walking club during after-school hours or coordinating a community service project to promote physical activity?	2		
Specific lessons that ask students to engage in establishing and teaching rules, protocol, and etiquette of various sports and games played during and outside of physical education class?	2		
Specific lessons that allow physical educators to teach and discuss the safety issues and protocols that exist within a variety of physical activities, fitness testing, games, and sports (e.g., setting up safety procedures to guide a class hike)?	2		
Specific lessons that challenge students to identify and reflect on the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation?	2		
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Content Analysis Score for Standard 5 (Grades 9-12) = 9

(Add the numbers across for the total score and place SCORE on scorecard, page 101.)

** Key for Scoring 2 = Fully: The curriculum sufficiently addresses each and every element of the question; 1 = Partially: The curriculum partially addresses the question; 0 = No: The curriculum does not address the question.*

Content Analysis for Standard 6

Grades 9-12

The content analysis for standard 6, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 6.

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

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Specific lessons on the role and influence of physical activity in different cultures (e.g., the importance of specific sports and games in different countries)?	2		
Specific lessons that allow students to analyze the characteristics of sports and physical activities that are personally enjoyable?	2		
Specific lessons that allow students to know and discuss the role of artistic concepts in physical activity, such as why movement for self-expression is enjoyable and satisfying?	2		
Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least two personally challenging physical activities to attempt?	2		
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Content Analysis Score for Standard 6 (Grades 9-12) = 9

(Add the numbers across for the total score and place SCORE on scorecard, page 101.)

** Key for Scoring 2 = Fully: The curriculum sufficiently addresses each and every element of the question; 1 = Partially: The curriculum partially addresses the question; 0 = No: The curriculum does not address the question.*

Template for Additional Standards for Content Analysis, Grades 9-12

Standard: Write out the additional physical education standard below.

To complete the following section, identify the four main components that are essential for students to know or be able to do to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?			

Content Analysis Score

=

(Add the numbers across for the total score and place score on scorecard, page 101.)

** Key for Scoring 2 = Fully: The curriculum sufficiently addresses each and every element of the question; 1 = Partially: The curriculum partially addresses the question; 0 = No: The curriculum does not address the question.*

Student Assessment Analysis for Standard 1

Grades 9-12

The student assessment analysis for standard 1, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

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

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Protocols for assessing student skill levels in at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	2		
Protocols for determining competency in movement skills, such as asking students to demonstrate karate kicks, forehand and backhand tennis strokes, or step aerobics?	2		
Protocols for assessing students' ability to combine two or more specialized movement forms, such as asking students to demonstrate or explain the discus throw or a series of dance steps?	2		
Protocols for assessing students' ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as asking students to demonstrate the ability to perform a routine using manipulative equipment to music?	2		
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Student Assessment Score for Standard 1 (Grades 9-12) = 9

(Add the numbers across for the total score and place score on scorecard, page 101.)

** Key for Scoring 2 = Fully: Includes 1 or more specific protocols for assessment and multiple levels of competency; 1 = Partially: Does include 1 or more protocols but not multiple levels of competency; 0 = No: Does not include any protocol for assessing student performance.*

Student Assessment Analysis for Standard 2

Grades 9-12

The student assessment analysis for standard 2, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

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

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Does the curriculum include Protocols for determining students' ability to describe and demonstrate the critical features of movement forms for all specialized skills taught in grades 9-12?	2		
Protocols for assessing advanced movement concepts, such as asking students to describe and demonstrate tactics for all games, physical activities, and sports taught in grades 9-12?	2		
Protocols for assessing students' knowledge of concepts of the mechanics of movement, such as asking students to explain the concepts of torque, projectile distance, buoyancy, or the application of biomechanics principles to the self-assessment of motor skills?	2		
Protocols for assessing students' knowledge of ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of short-term physical improvements in the learning process, stages of learning, or the reaction time as people age?	2		
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Student Assessment Score for Standard 2 (Grades 9-12) = 9

(Add the numbers across for the total score and place score on scorecard, page 101.)

** Key for Scoring 2 = Fully: Includes 1 or more specific protocols for assessment and multiple levels of competency; 1 = Partially: Does include 1 or more protocols but not multiple levels of competency; 0 = No: Does not include any protocol for assessing student performance.*

Student Assessment Analysis for Standard 3

Grades 9-12

The student assessment analysis for standard 3, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

Standard 3: Participates regularly in physical activity

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Protocols for assessing students' knowledge (e.g., through written exams or quizzes) about patterns of physical activity participation and how they change over the life span?	2		
Protocols for determining students' ability to independently develop and implement a personal physical activity program, such as asking students to write a comprehensive program and identify reasons for their choice of physical activities?	2		
Protocols for determining students' ability to independently apply training principles to their own participation in their favorite activities and/or sports, such as asking students which principles of training are being utilized in basketball?	2		
Protocols for determining students' capacity to monitor their own physical activity and use appropriate behavior change strategies to positively influence their activity patterns?	2		
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Student Assessment Score for Standard 3 (Grades 9-12) = 9

(Add the numbers across for the total score and place score on scorecard, page 101.)

** Key for Scoring 2 = Fully: Includes 1 or more specific protocols for assessment and multiple levels of competency; 1 = Partially: Does include 1 or more protocols but not multiple levels of competency; 0 = No: Does not include any protocol for assessing student performance.*

Student Assessment Analysis for Standard 4

Grades 9-12

The student assessment analysis for standard 4, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Protocols for determining student knowledge about the appropriate activities for each component of fitness as well as the activities that will help students meet their personal goals?	2		
Protocols for knowledge about the basic concepts of exercise physiology, such as asking students to identify and explain two or more principles of training that influence their own personal physical activity program?	2		
Protocols for determining students' knowledge about fitness testing standards and their ability to monitor and interpret personal fitness data?	2		
Protocols for analyzing students' personal health-related fitness programs, including an analysis of their personal fitness goals?	2		
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Student Assessment Score for Standard 4 (Grades 9-12) = 9

(Add the numbers across for the total score and place score on scorecard, page 101.)

** Key for Scoring 2 = Fully: Includes 1 or more specific protocols for assessment and multiple levels of competency; 1 = Partially: Does include 1 or more protocols but not multiple levels of competency; 0 = No: Does not include any protocol for assessing student performance.*

Student Assessment Analysis for Standard 5

Grades 9-12

The student assessment analysis for standard 5, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

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

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Does the curriculum include Protocols for assessing students' ability to take initiative in leadership opportunities, such as determining how well a student used input from many students to develop an after-school walking club?	2		
Protocols for assessing students' knowledge, skills, and ability in teaching and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	2		
Protocols for assessing students' knowledge, skills, and ability to set up safety procedures for a variety of physical activities, fitness testing, games, and sports?	2		
Protocols for analyzing students' knowledge about the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation, such as asking students to conduct audits of the built environment (e.g., sidewalks and curb ramps around their school)?	2		
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Student Assessment Score for Standard 5 (Grades 9-12) = 9

(Add the numbers across for the total score and place score on scorecard, page 101.)

** Key for Scoring 2 = Fully: Includes 1 or more specific protocols for assessment and multiple levels of competency; 1 = Partially: Does include 1 or more protocols but not multiple levels of competency; 0 = No: Does not include any protocol for assessing student performance.*

Student Assessment Analysis for Standard 6

Grades 9-12

The student assessment analysis for standard 6, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 6.

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

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Protocols for determining students’ understanding about the role and influence of physical activity in different cultures, such as asking students to create written reports about a specific game played in a different country that is not common in the United States? *World Games Unit	2		
Protocols that ask students to identify and analyze the characteristics of sports and physical activities they enjoy and explain their reasons for enjoyment?	2		
Protocols for assessing students’ knowledge and ability to discuss the role of artistic concepts in physical activity, such as asking students to analyze the artistic components of dance and gymnastics?	2		
Protocols for assessing students’ ability and willingness to pursue new challenges and competition in physical activity, such as asking students to participate in a new activity outside of physical education class and provide a brief overview of the experience?	2		
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		1	

*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

Student Assessment Score for Standard 6 (Grades 9-12) = 9

(Add the numbers across for the total score and place score on scorecard, page 101.)

** Key for Scoring 2 = Fully: Includes 1 or more specific protocols for assessment and multiple levels of competency; 1 = Partially: Does include 1 or more protocols but not multiple levels of competency; 0 = No: Does not include any protocol for assessing student performance.*

Template for Additional Standards for Student Assessment Analysis, Grades 9-12

Standard: Write out the additional physical education standard below.

To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

Fully = 2; Partially = 1; No = 0

Does the curriculum include:

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?			

Student Assessment Analysis Score

=

(Add the numbers across for the total score and place score on scorecard, page 101.)

** Key for Scoring 2 = Fully: The curriculum sufficiently addresses each and every element of the question; 1 = Partially: The curriculum partially addresses the question; 0 = No: The curriculum does not address the question.*

SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES

Grades 9-12

To complete the scorecard for content and student assessment analyses (grades 6-8), transfer the individual scores for each standard from the preceding pages.

NATIONAL STANDARD	CONTENT ANALYSIS SCORE	STUDENT ASSESSMENT ANALYSIS SCORE
1	9	9
2	9	9
3	9	9
4	9	9
5	9	9
6	9	9
ADDITIONAL STANDARDS		

Note: Add each of these scores to the overall PECAT scorecard on page 173.

