

SPARK™

**PHYSICAL
EDUCATION**

**HIGH
SCHOOL**

Day 1

Presented by:

ENTER YOUR NAME, SPARK Trainer

GOPHER

Proud to be the exclusive home
for SPARK products and services!

HOUSEKEEPING

- Restrooms
- Break & End Time
- Cell phones
- Handout packet
- Raffle
- Play to your limit!
- #SPARKtraining



WORKSHOP OBJECTIVES

By the end of today you will know and be able to use...

- A variety of teaching & management strategies to increase student MVPA
- SPARK curricular materials – all formats of a SPARK HS Unit
- Be able to use tomorrow what you learn today
- Have fun & enjoy the process!

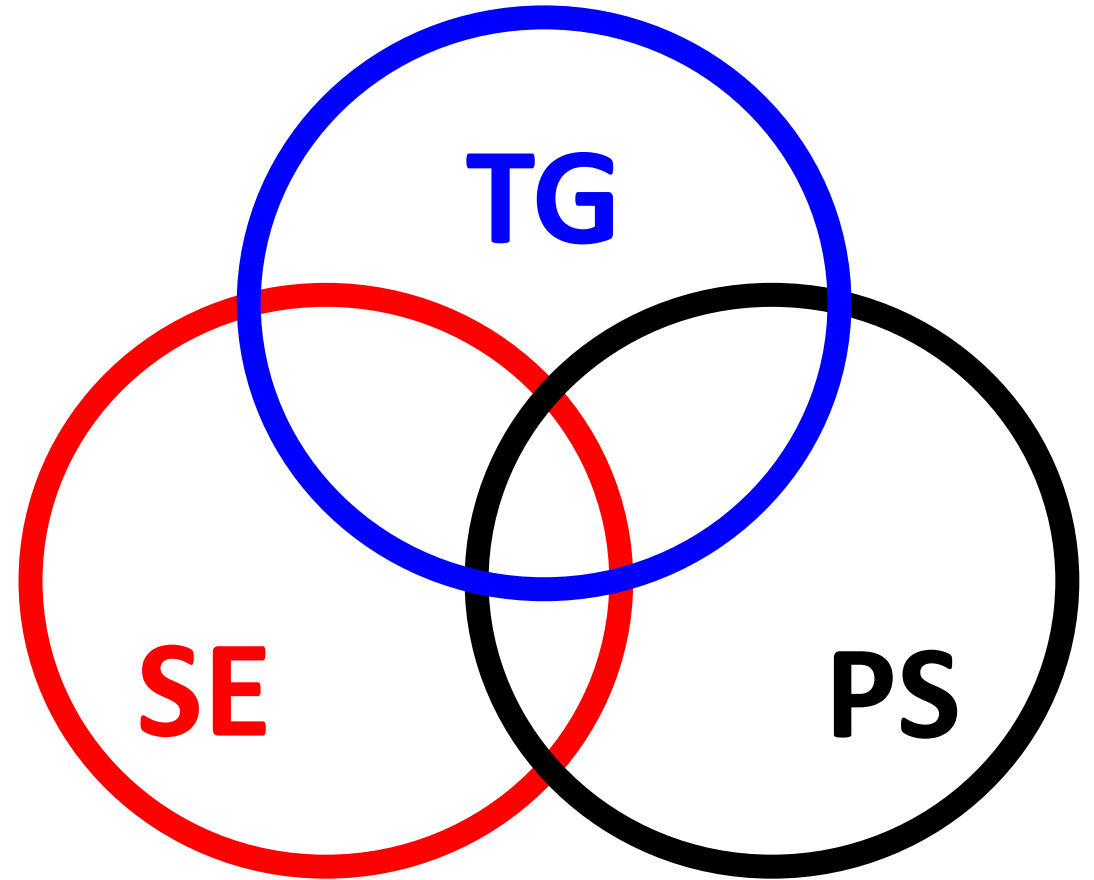
SPARK OBJECTIVES

- Align content & instruction to PE Standards & the latest research recommendations
- Engage students in at least 50% MVPA
- Provide students with max. opportunities to practice fitness, motor, social, & sport skills
- Ensure students know & apply behavioral strategies so they participate in physical activity outside of PE

GENEALOGY

SPARK HS PE DNA

- Sport Education (SE)
- Tactical Games (TG)
- Teaching Personal & Social Responsibility (PS)



HS PE 101

Instruct this unit first

- Establishes routines, expectations, & management strategies
- Provides examples of activity formats
- Introduces Long-Term Grouping (LTG)
- Teaches student roles & responsibilities
- Launches Character Matters program



QUALIFIER

1. YOU are the expert!

2. YOU know your kids and facilities

3. So, use YOUR filter to analyze an activity. Is it...

- good to go?
- in need modification?
- not going to work for me?

Let's Get Active!



HS PE 101

- Get the Signal
- Team Up
- Tri-Tri-Tri Your Best
- Fun-Day-Mental Jigsaw
- Adventure Race



PERSONAL BEST 101

Pre	PB
	JS
	AR
	SB
In	GD
Post	EV

- **Purpose:**

- Diagnose **skills** (baseline)
- Goal-setting (SMART goals)
- Team development (LTG)

INSERT VIDEO LINK HERE

- **Method:** Stations

- **CM Trait:** Trust

- **Tip:** Do your best, focus on process (not scores), keep result confidential

- **Resources**

- [Content Cards](#)
- [PB & CM Trait Assessments](#)

FUN-DAY-MENTALS JIGSAW 101

Pre	PB
	JS
	AR
	SB
In	GD
Post	EV

- **Purpose:**
 - Refine (to perfect) & Remediate (catch-up)
- **Method:** 2-parts: Learn, then Teach
 - Cooperative learning jigsaw
 - Stations
- **CM Trait:** Leadership & Respect
- **Tip:** Use 1+ coaches / station
- **Resources**
 - [Content Cards](#)
 - [Note Cards](#)

INSERT VIDEO LINK HERE

ADVENTURE RACE 101

Pre	PB
	JS
	AR
	SB
In	GD
Post	EV

- **Purpose:**
 - Apply skills via team-based challenges while racing against the clock &/or other teams
- **Method: Stations**
- **CM Trait:** Cooperation & Competition
- **Tip:** Plan for 1+ teams/station
- **Resources**
 - [Content Cards](#)
 - [Task Cards](#)

INSERT VIDEO LINK HERE

SPARK RESULTS

Students receiving SPARK improved

- MVPA to over 50% of class time
- Physical fitness scores
- **Sport skills (throw, catch, kick)**
- **Scores on academic tests**
- Enjoyment of Physical Education (PE)
- Activity levels away from school
- Quantity and quality of instruction
- **The effects were lasting!**



Blue outcomes = unique to SPARK

MANUAL / MUSIC CD / FOLIO

- What You Have
- How to Use It
- What You Need
- **HS PE 101**
- **ASAPs**
- **Fitness Sections**
- **Game-Based Sections**



SPARKfamily.org

7 UNIT STRUCTURES

1. **ASAPs** (Warm-up and Active Roll-taking)
2. **Personal Best** (Assessment and Goal Setting)
3. **Fun-day-mentals Jigsaw** (Remediate & Refine)
4. **Adventure Race** (Fundamental Application)
5. **Skill Builders** (Skill Practice)
6. **Game Days** (Skill/Tactic Application)
7. **SPARK Event** (Culminating Experience)

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At Your Service	3	
Smashing Success	5	
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LESSON PLAN FRONT

Learning Objectives

- Students will demonstrate passing and setting skills with accuracy and proper technique.
- Students will show good communication and follow the rules of the game.
- Students will participate safely, responsibly, & with good effort.

Learning Targets

- I can demonstrate passing and setting skills with accuracy and proper technique.
- I can show good communication and follow the rules of the game.
- I can participate safely, responsibly, and with good effort.

Teaching Cues

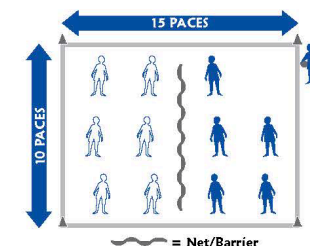
- Begin in rotational position.
- Call ball & open up. Transition to & from W.
- Attack, cover, and transition to base D.

PREP

- 1 volleyball court or 8 [spot markers](#) (to create courts) per 2 teams
- 1 [volleyball](#) (regulation or trainer) per 2 teams
- 1 [Practice Plan](#) (#1) and [Scorecard](#) (optional) per team

SET

- Use 1 volleyball court per 2 teams or create courts (15 x 10 paces) with a midline (net).
- Place a [Scorecard](#) and [Practice Plan](#) per game area.



TEACH

1. Lesson Objective

- The object of **Third Hit's a Charm** is to hit an un-returnable ball into your opponent's court so you can score points by using a 3-skill sequence: pass-set-hit.

2. Instructions

- (Demonstrate game while explaining format. Practice before or after game, use Practice Plan.)
- The 3-skill sequence gives an offensive advantage because you can hit accurate, hard-driven balls across the net.
- Aim for open spaces, hitting cross-court or down the line.

3. Game Format

- 6-on-6 Success/Try Again: two 4-minute periods per game. Rally scoring.
- Play begins with a rainbow toss over the net (period 1); or, an underhand serve (period 2).
- To score, teams must use a 3-hit sequence (pass-set-hit).
- Rotate "serve" after each side-out.
- No blocking. (Refer to Team Offense Content Card.)
- After each game rotate to Success or Try Again courts.

4. Cues

• Offensive Cues

- "Begin in rotational position" – No overlap, 1 setter in the front and 1 in back row.
- "Call ball & open up" – Call ball if below shoulders or move to view the passer.
- "Transition to & from W" – On serve, go from rotational positions to W, then attack.
- "Attack" – Perform the pass-set-hit to score.
- "Cover" – Move into position to "back-up" hitter and to defend open spaces.
- "Transition to base D" – After hitting across the net, prepare for opponent's attack.

LESSON PLAN BACK

Standards Alignment

Standard 1: Outcome 1

Demonstrates competency in movement skills.

Standard 2: Outcome 1

Applies terminology associated with exercise and participation.

Standard 2: Outcome 2

Uses movement concepts to analyze & improve performance.

Standard 2: Outcome 5

Uses strategies and tactics effectively during game play.

Standard 4: Outcome 2

Exhibits proper etiquette, respect for others, and teamwork.

Standard 4: Outcome 3

Uses communication skills that promote group dynamics.

Standard 4: Outcome 4

Solves problems and thinks critically as individual/group.

Standard 5: Outcome 4

Identifies the opportunity for social interaction in activity.

SEL Competencies

Self-Awareness

Peer interaction

Self-Management

Self-discipline

Social Awareness

Working with others

Relationship Skills

Communication, cooperation

Responsible Decision-Making

Analyzing situations

Third Hit's A Charm

Reflection Questions

- What is the difference between a rotational position and a base W position?
- Why is it important to use the 3-skill pass-set-hit sequence?
- Why should the pass be the first hit used in the 3-skill pass-set-hit sequence?

Game Reset

Rewind

Play original game but eliminate the 3-hit scoring requirement, allowing teams to score points off of any hit that crosses the net; and/or allow teams to use more than 3 hits when attacking.

FFwd 1

Play original game, but initiate play with the overhand serve only.

FFwd 2

Play original game, but allow blocking and/or score points off of the spike only.

Teaching Suggestions

- Limited space? Let teams practice while others play the game. Rotate teams from practice to game and back again.
- Score tied at game's end? Rock-Paper-Scissors to determine which team goes to what court.
- Optional: Assign rotating support roles (coach, official, scorekeeper, etc.) for games.

Integration

Specialize your serve with spin or no spin. Topspin serves are hit overhand with topspin causing the ball to drop faster than it would otherwise drop. A Float is an overhand serve where the ball is hit with no spin. Its path has unpredictable motion and is difficult to return – similar to a knuckleball pitch in baseball. Both take practice to perfect.

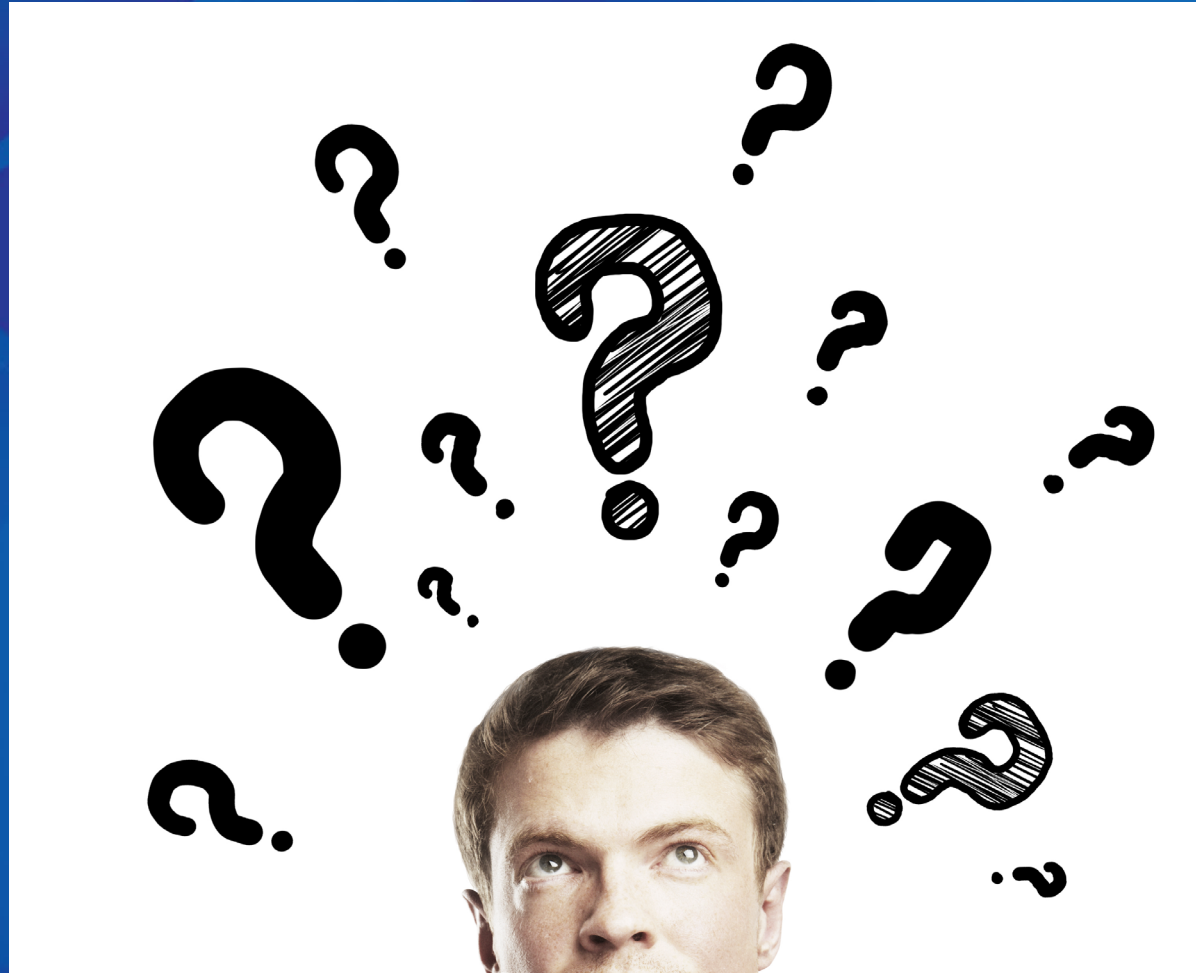
Teacher Reflection



THE BASICS

- **B** oundaries and routines
- **A** ctivity from the get-go
- **S** top and start signals
- **I** nvolvement by all
- **C** oncise instructional cues
- **S** upervision & feedback

WHAT QUESTIONS DO YOU HAVE?



TAKE A BREAK

Activities

Game Day

- Sepak Takraw (Practice)
- Sepak Takraw (Game Play)

Group Fitness

- Yoga Basic Training
- iYoga

GAME DAY 101

Pre	PB
	JS
	AR
	SB
In	GD
Post	EV

- **Purpose:**
 - Skill & Tactical Development (game performance)
- **Method:** Peer Teaching
- **CM Trait:** Fair Play & Responsibility
- **Tip:** Teach through coaches, use non-elim tourneys, focus on roles & high quality practices
- **Resources**
 - [Practice Plans & Playbooks](#)
 - [Content Cards](#)
 - [Scorecards](#)

INSERT VIDEO LINK HERE

LESSON FORMAT

- **ASAP**
 - **Fitness**
 - **Unit-specific (Game-based only)**
- **Main Activity (Game-based / iFit)**
- **Cool-down / Think About**



YEARLY PLAN

Sample Pacing Guides

- 9 Week
- 18 Week
- 36 Week



SAMPLE YEARLY PLAN

Month	Games-Based Units	Fitness-Based Units
September	HS PE 101	WELLNESS WALKING
October	SOFTBALL (Aligns w/ MLB Season Playoffs)	STRENGTH TRAINING
November	FOOTBALL (Aligns w/ NFL Season)	GROUP FITNESS: YOGA
December	BADMINTON	GROUP FITNESS: H.I.I.T.
January	HOCKEY	GROUP FITNESS: FREESTYLE AEROBICS
February	VOLLEYBALL	GROUP FITNESS: CARDIO KICKBOXING
March	BASKETBALL (Aligns w/ NCAA March Madness)	DANCE
April	FLYING DISC: ULTIMATE	GROUP FITNESS: FUNCTIONAL FITNESS (SPARKfamily.org Unit)
May	WORLD GAMES: CRICKET	FITNESS CLUBS (Staffed by SFI Certified Students)
June	COOPERATIVES: ORIENTEERING	FITNESS CLUBS (Staffed by SFI Certified Students)

Option 1: Alternate Games-Based and iFit days (ex. Day 1 - Basketball; Day 2 - Dance)

Option 2: Combine Games-Based and iFit content into a single lesson each day

GAME-BASED UNITS OVERVIEW

Phase	FORMAT (# lessons)	PURPOSE (method)	CHARACTER MATTERS Traits
Pre	Personal Best (1)	<ul style="list-style-type: none">● Diagnose, Goal-set, Classify● Skill Stations	<ul style="list-style-type: none">● Trust
	FDM Jigsaw (1)	<ul style="list-style-type: none">● Refine & Remediate● Stations	<ul style="list-style-type: none">● Leadership● Respect
	Adventure Race (1)	<ul style="list-style-type: none">● FDMJS Application● Stations	<ul style="list-style-type: none">● Cooperation● Competition
	Skill Builder (1-3)	<ul style="list-style-type: none">● Option to FDMJS & Ad Race● Direct instruction	<ul style="list-style-type: none">● Initiative
In	Game Day (4)	<ul style="list-style-type: none">● Skill/Tactic/Role Development● Peer Teaching	<ul style="list-style-type: none">● Fair Play● Responsibility
Post	Event (2+)	<ul style="list-style-type: none">● Authentic Culmination● Tourney, Banquet, PB Post	<ul style="list-style-type: none">● Appreciation● Concern

REAL STRATEGIES



Making PE Authentic

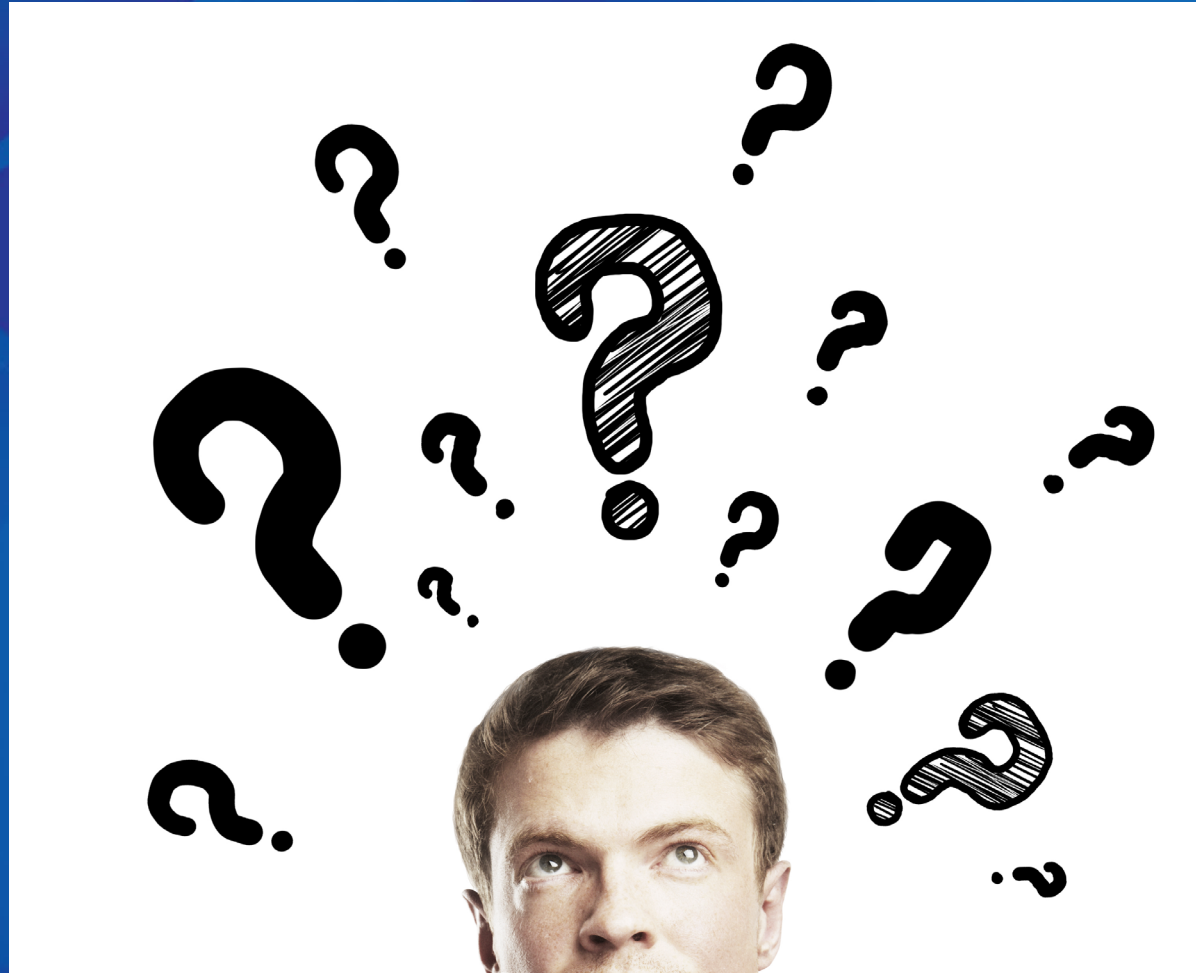
- Long Term Grouping (LTG)
- Team Points System
- Student Roles
- Character Matters System
- Seasons (Unit Structure & Lesson Formats)



SCAVENGER HUNT: SPARKfamily



WHAT QUESTIONS DO YOU HAVE?





It's LUNCH TIME!

MVPA STRATEGIES

- **ASAP: H.A.R.T. Method*** (mvpa + attendance)
- ***"The object is... You do that by..."*** (quote it)
- **Show & Tell!** (a pic = 1K words)
- **The 80/20 Rule** (talk less, move more)
- **Groupings** (inclusion)
- **Low Equip/Large Class** (alternate skill & fitness)
- **Game Resets** (differentiation)
- **Activity Autonomy** (choice, CYO)

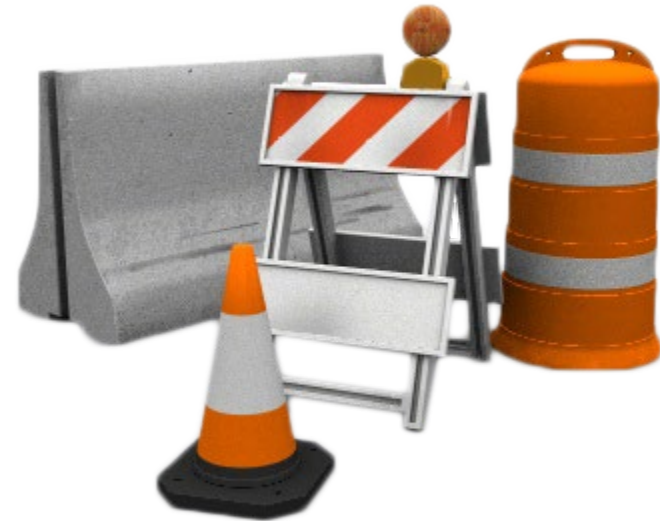


THINK – PAIR - SHARE



POSSIBLE BARRIERS

- Administrative Support
- Equipment
- Non-Suits
- Facilities
- Staff Resistant to Change
- Class Size



Activities

Speedball

- Grow and Go (Practice)
- Grow and Go (Game Play)

Flying Disc

- Battle Zone (Practice)
- Battle Zone (Game Play)

Included with purchase of SPARK curriculum!

Three smartphones displaying the SPARK app interface. The left phone shows a 'Dribbling' lesson plan for 'Eastwood Elementary'. The middle phone shows a 'Ball-handling' lesson plan with tabs for 'Learning Objective', 'Learning Targets', and 'Teaching Cues'. The right phone shows a 'Welcome' screen for 'JB Starkey' with a calendar view for February 21, 2021, and a list of lessons including 'Basketball 3-6' and 'Lesson 3: Catch Basketball'.

NEW

SPARK™

The FIRST Physical Education Curriculum & Assessment App

Try the SPARK app today for free or get full access with a SPARKfamily membership!

LEARN MORE

Download on the App Store

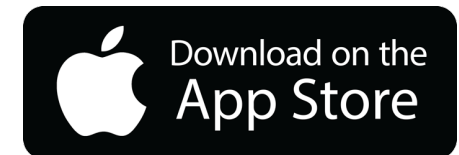
Google play

www.sparkpe.org/app

SPARK (& more) in the palm of your hands –







- ✓ *View SPARK lesson plans + favorite lessons for easy access*
- ✓ *Observe SPARK skill cards, task cards, and activity videos + access music*
- ✓ *Conduct SPARK skill rubric assessments*
- ✓ *Capture fitness testing*
- ✓ *Schedule SPARK lessons, assessments + fitness tests, with pop-up reminders*
- ✓ *Track attendance*
- ✓ *Utilize random group creator/student selector*
- ✓ *Email student self-assessments*
- ✓ *Custom assessments*



Search "SPARK PE"

✓ Track attendance

✓ Utilize random group creator/student selector











10:15    

< Take Attendance




Building
ABC Elementary

Class
Frank

18 August 2021

A. Anderson		
B. Barber		
C. Collins		
D. Davis		
E. Evans		

Save

7:03   

< Student Selector




Building
Earth

Class
Starkey (3rd)

Student Groupings
Select

Split Class
Select




Random Student(s)
Select

7:03   

< Student Selector

Building
Earth

Class
Groups of 2
Groups of 3
Groups of 4
Groups of 5
Groups of 6
Groups of 7
Groups of 8
Groups of 9
Groups of 10

9:42   

< Student Groupings

Group 1

Group 2

Vision Jarvis
Wanda Maximoff
Pietro Maximoff

Group 3

Scott Lang
Bruce Banner
Natasha Romanov




Group 4

Steve Rogers
James Rhodes

✓ View SPARK lesson plans + favorite lessons for easy access

6:55

SPARK




< Ball-Handlin...   

Learning Objective	Learning Targets	Teaching Cues
Prep		▼
Diagram		▼
Set		▼
Teach		▼
Reflection Questions		▼
Teaching Suggestions		▼
SPARK it Up!		▼
Integrations		▼

SEL Standards Vocabulary

9:37

SPARK

< Ball-Handlin...   

Learning Objective	Learning Targets	Teaching Cues
Prep		▼
Diagram		▼
Set		▼
Teach		▼
Reflection Questions		▼
Teaching Suggestions		▼
SPARK it Up!		▼
Integrations		▼

Learning Objective x




Students will follow prompts to perform manipulative skills. Students will demonstrate personal responsibility by utilizing equipment and space appropriately. Students will accept the challenge of performing a series of ball-handling skills.

Set

SEL Standards Vocabulary

3:09

SPARK

< Ball-Handling ...   

Learning Objective	Learning Targets	Teaching Cues
Prep		▼
Diagram		▼
Set		▼
Teach		▲




1. Lesson Objective
* The object of Ball-Handling Drills is to maintain control of the ball while moving the basketball around your body.

2. Instructions
* On the signal, try the following ball-handling drills.
* Wrap It Up
^ Stand with feet together.
^ Move the ball around your body, starting at feet and working up to the head. Reverse.

SEL Standards Vocabulary

3:11

SPARK

< Favorite Lessons   

4 Corners

Meet Me in the Middle

Builders and Bulldozers

5-Player Kickball

Fun and Flexibility with a Friend

Ball-Handling Drills

Straddleball

Ball-Control Drills

Grab the Apple

Home Students Curriculum Assessment

✓ Observe SPARK skill cards, task cards, and activity videos + access music

10:17LTE

SPARK

Calendar

Profile

Share

< Fitness Circuits

Overview

Select

Lessons

Aerobic Capacity Circuit

Lesson Plan

Fitness Circuit Skill Card

Video

Home

Students

Curriculum

Assessment

10:17LTE

SPARK

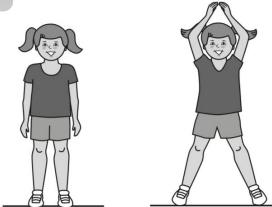
Calendar

Profile

Share

< Aerobic Capacity Circuit

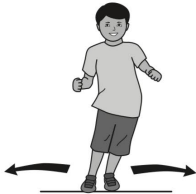
1 of 37 JUMPING JACKS



STATIONARY AEROBIC FITNESS

56

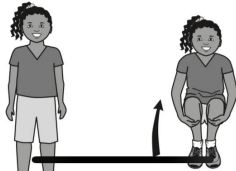
SKIER



STATIONARY AEROBIC FITNESS

56

JUMP TUCKS



10:17LTE


SPARK

Calendar

Profile

Share

< Aerobic Capacity Circuit



0:6 0:32

2:50LTE

SPARK

Calendar

Profile

Share

< Fun-day-mentals Jigsaw

Serves

Purpose: To initiate the game and restart play.

Cues

1. Staggered stance

2. Drop biddle from waist

3. Contact: 6 o'clock @ knee

4. Trajectory: High or low

5. Target: Back court or front court

Use To

Set up the point

Defend own side

Restart play

Types

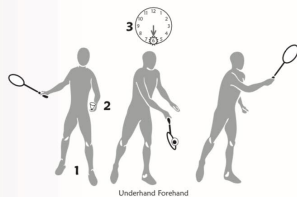
Long

Short

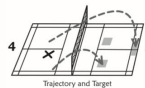
Flick

Drive

Badminton Content Card



Underhand Forehand



Trajectory and Target

Clears

Purpose: To move opponent to the backcourt or to delay opponent while recovering to center.

Cues

1. Staggered stance

2. Back scratch

3. Contact: 11 o'clock extended

4. Trajectory: High or flat

5. Target: Back court

Use To

Set up the point

Defend own side

Types

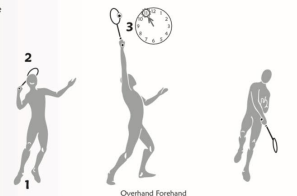
Forehand/Backhand

Overhand/Underhand


Defensive

Attacking

Badminton Content Card



Overhand Forehand



Trajectory and Target

Smashes

Purpose: To score or force your opponent to lift the shuttle.

Cues

1. Staggered stance

2. Back scratch

3. Contact: 11 o'clock extended

4. Trajectory: High or flat

5. Target: Back court

Use To

Set up the point

Defend own side

Types


Forehand/Backhand

Overhand/Underhand


Defensive

Attacking

Badminton Content Card



Overhand Forehand



Trajectory and Target

2:54LTE


SPARK


Calendar

Profile

Share

< Stutter Stomp





- ✓ Conduct SPARK skill rubric assessments
- ✓ Email student self-assessments
- ✓ Capture fitness testing

10:19

SPARK

< Football

Overview

Select

Assessments

- Football Self-Check
- Throwing Rubric
- Receiving Rubric
- Ball Carrying Rubric
- Football Coulda Shoulda Woulda

8:13

SPARK

< Motor Development

Building

Earth

Class

Fury (1st)

- Throws a ball for distance, using proper form
- Catches, showing proper form, a gently thrown ball
- Catches a self-tossed ball

Name	No. of Cues
Steve Rogers	0 1 2 3
Natasha Romanov	0 1 2 3
Bruce Banner	0 1 2 3

Save Assessment

7:01

SPARK

< Assessment

Select Assessment

Timed Event

Fitness Activity

Custom Assessment

7:01

SPARK

< Fitness Shuttle

Building

Earth

Class

Fury (1st)

2

II

LAP




Students Name

Steve 2	Natasha 0	Bruce 1
Tony 0	Clint 1	Wanda 0
Pietro 1	Vision 0	James 2
Sam 0	Scott 0	

Home Students Curriculum Assessment

✓ Schedule SPARK lessons & assessments with pop-up reminders

6:56




Welcome
Test test

July 26, 2021
Monday


2:00 PM

Builders and Bulldozer 3rd Grade
🕒 2:00 PM to 2:30 PM
📍 Aerobic Games



1:40 AM

Orientation and Personal Space Pre-K
🕒 1:40 AM to 2:40 AM
📍 Building a Foundation



[See All](#)

Your Classes

2
Today

5
This Month

All Students

11

9
Present

2
Absent

[+Attendance](#)




 Home

 Students

 Curriculum

 Assessment

6:56



[<](#) Calendar [+](#)

<


July 2021

>

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1


2:00 PM

Builders and Bulldozer 3rd Grade
🕒 2:00 PM to 2:30 PM
📍 Aerobic Games

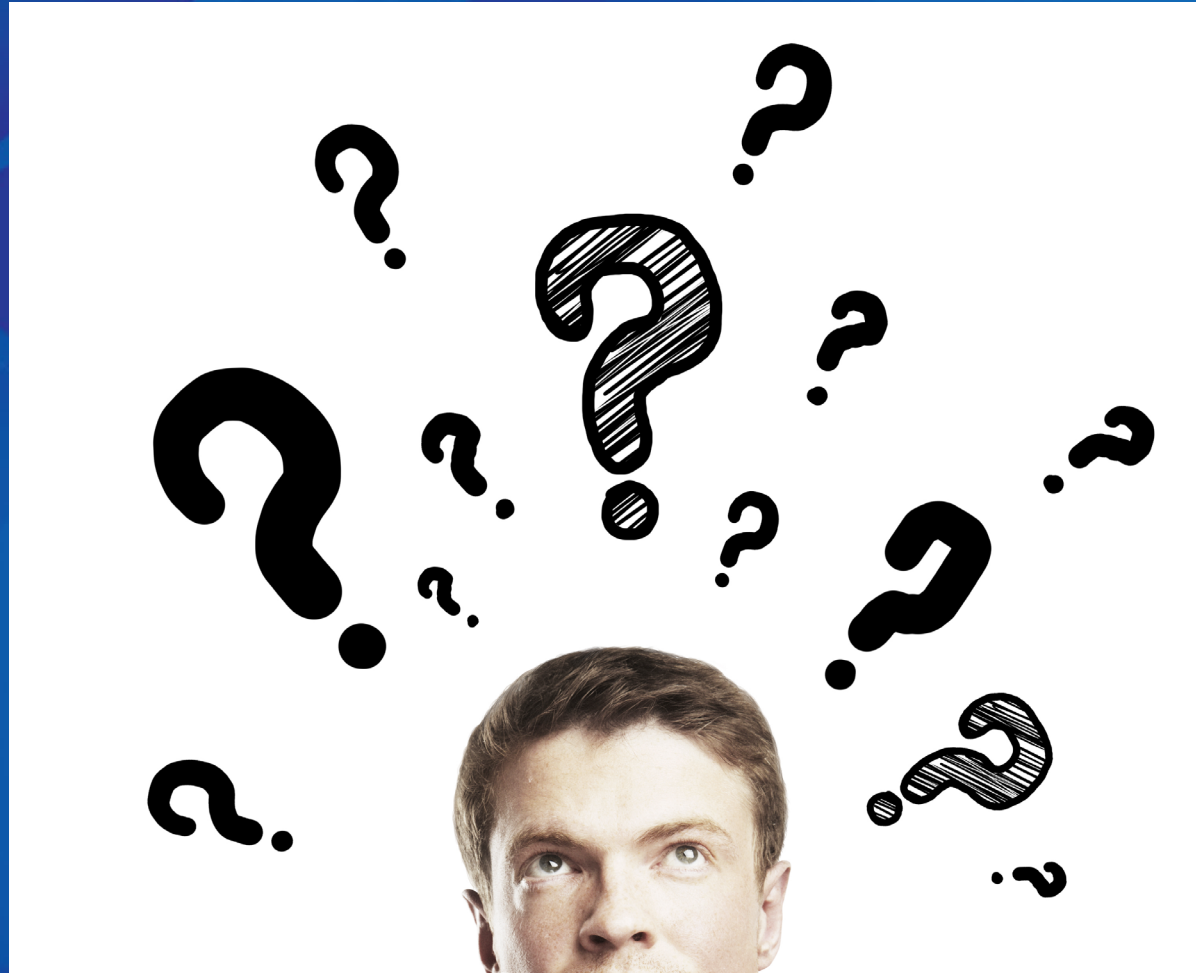


1:40 AM

Orientation and Personal Space Pre-K
🕒 1:40 AM to 2:40 AM
📍 Building a Foundation



WHAT QUESTIONS DO YOU HAVE?



TAKE A BREAK

Activities

Pickleball

- Bounce Back

Dance

- Night Fever Hustle
- Hip Hop Jigsaw

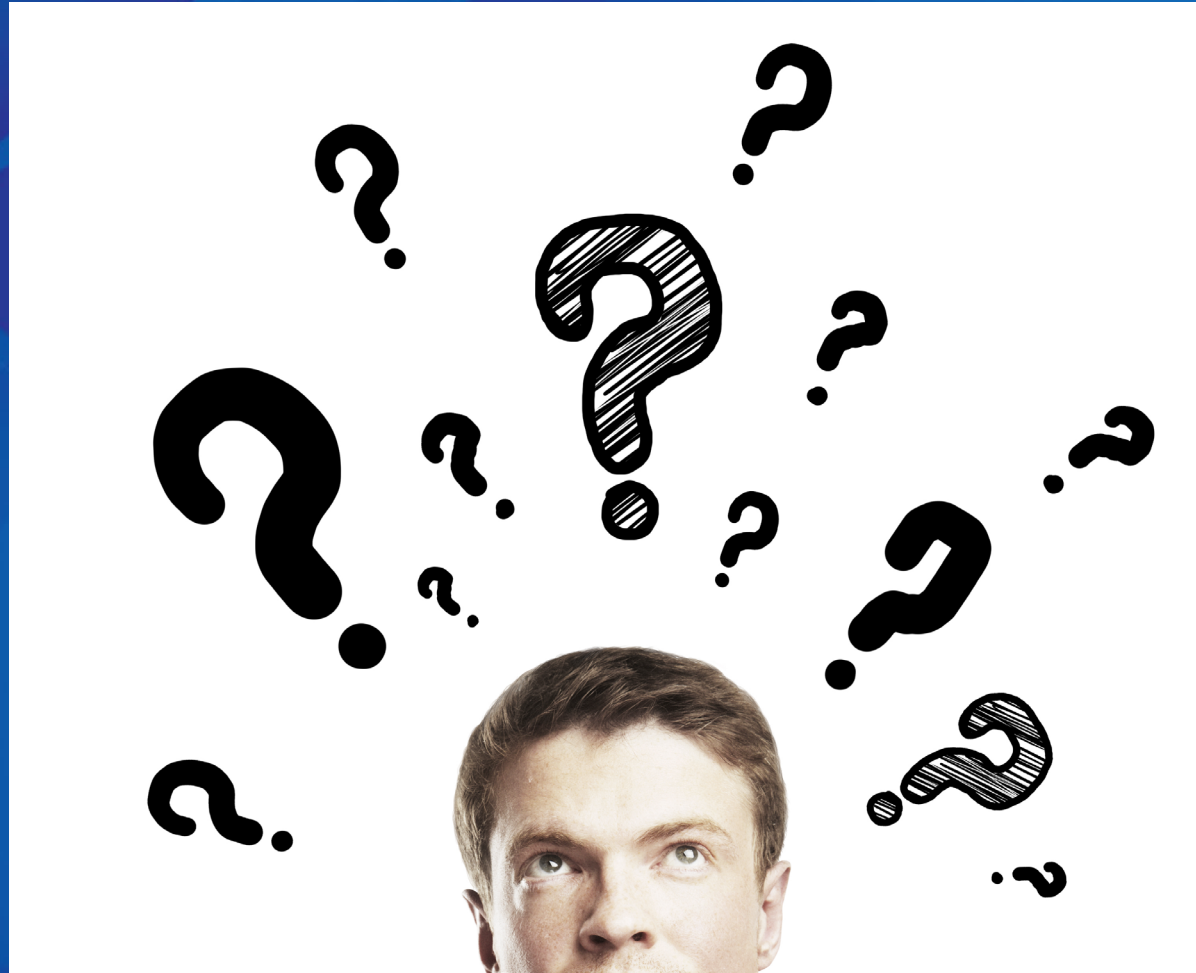
Backyard Games

- Kanjam

GALLERY WALK & TALK



WHAT QUESTIONS DO YOU HAVE?



**As a result of today's workshop, what will
you:**

START doing?...

STOP doing?...

CONTINUE doing?...

BLAST OFF!



3 Activities from today

2 You will tell a friend

1 You will do tomorrow



HOW DID WE DO?

Are you familiar with and will you be able to use...

- a variety of teaching & management strategies to increase student MVPA
 - SPARK curricular materials – all formats of a SPARK HS Unit
 - be able to use tomorrow what you learn today
-
- And – did you have fun & enjoy the process!

***GOPHER* Equipment**



- SPARK Recommended Sets
- High-Quality Fitness and Sport Equipment
- Age-appropriate

***SPARK
Expert
Selected***

***100%
Satisfaction
Guarantee***



PROGRAMS

**PHYSICAL
EDUCATION**

GRADES K-2

**PHYSICAL
EDUCATION**

GRADES 3-6

**PHYSICAL
EDUCATION**

MIDDLE SCHOOL

**PHYSICAL
EDUCATION**

HIGH SCHOOL

**INCLUSIVE
PHYSICAL EDUCATION**

***Whole School
Whole Community
Whole Child
Initiative***

**EARLY
CHILDHOOD**

**AFTER
SCHOOL**

**ACTIVE
CLASSROOM**

SPARK

me•we•3

At-home physical activity



Evaluation

Certificate

Raffle!

Evaluations

Today's Date: INSERT DATE

Trainer's Name: INSERT

Training Program: HS PE

Training Type: Day 1



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About SPARKfamily

What's New

New to SPARKfamily?

SPARKfamily.org Home Page

DashboardDocumentsCourse CatalogJulie Frank17 credits

Hello, Julie Frank

Announcement

Important Announcement

SPARK – the World's Most Researched Physical Education and Physical Activity Programs is here to help.

Become certified in a SPARK program from the comfort of your home by taking advantage of SPARK Online Professional Development!

Note: 16 credits are needed to receive "SPARK Certification" status per SPARK program (e.g., K-2 PE, High School PE, After School, etc.).

Teachers and Parents: Check out the **FREE SPARKhome** activities we have added – Go to "Course Catalog" and select **SPARKhome (Free)**. We have materials to provide 3 weeks of content for K-2, 3-6, Middle School, and High School to keep students active and healthy when they are out of school. To see all of the K-12 courses click on "See More".

Free Online PD: We have 50+ webinars available on SPARKacademy.org. Track your professional development hours earned to show your school/district the professional development you participated in while school was closed.

1) Click "Course Catalog" (upper right corner of window).
2) Select "Webinar Library (FREE)" from the dropdown.
3) Click "Show More" to see all available.

If you need help with your SPARKacademy account or have any questions about this website please email Jeff Mushkin, SPARK Development Director, at jeffmushkin@sparkpe.org.

Note: If you currently have credits you can use them to access the paid content on this site.

Looking to purchase SPARK curriculum? Learn more [here](#).

Note: All SPARK curriculum purchases include access to [SPARKfamily.org](#).

SPARKfamily members can access the complete Digital Curriculum with digital files of all content, view instructional videos of SPARK activities and dances, use interactive alignment and assessment tools, and access hundreds of skill and task cards – English and Spanish. And every tool on SPARKfamily.org has been optimized for use on a tablet or other mobile device so you can access it anywhere!

Interested in on-site/in-person professional development? [View here](#).

Interested in equipment? [View here](#).

Questions SPARK curriculum, professional development or equipment please visit [sparkpe.org](#) or contact Brian Hull, SPARK Sales Manager at brianhull@sparkpe.org.

[Click here to view Frequently Asked Questions.](#)

CODE for CERTIFICATE:
ENTER SE CODE HERE

The logo for SPARK ecademy. The word "SPARK" is in large, bold, yellow capital letters with a blue outline. To its right is a shield-shaped emblem with a red border, containing a stylized blue 'e' on a yellow background. To the right of the emblem, the word "cademy" is written in a blue, lowercase, sans-serif font.

SPARK™ Equity Awards

- 2023 awarded over \$200k in awards.
- Next round of awards will open later in 2023.



Funding to bring SPARK to organizations and teachers who serve low-income communities.

For more information visit: sparkpe.org/equityawards



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