

## SPARK Alignment with Illinois Physical Education Standards K-2 (Version 2008)

\*Standards 9, 11, and 12 are directed specifically for the physical educator. Student activities are not applicable in this context.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.</b>			
<b>19.A.1</b> Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	<ul style="list-style-type: none"> <li>• Building a Foundation Rubric</li> <li>• Balance, Stunts, and Tumbling Rubric</li> <li>• Catching and Throwing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Body Management and Balance</li> <li>• Catching and Throwing Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Catching and Throwing</li> </ul>
<b>19.B.1</b> Understand spatial awareness and relationships to objects and people.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• General Space and Creative Moves</li> <li>• Movement Concepts Using Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Building a Foundation</li> </ul>
<b>19.C.1</b> Demonstrate safe movement in physical activities.	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling Rubric</li> <li>• Games Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Partner Stunts</li> <li>• Weight Transfer and Rolls</li> <li>• Color Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Games</li> </ul>

STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.			
20.A.1a Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).	Sample debrief questions: <i>If you made your muscles stronger, would it make a difference in how far you could throw your bean bag? If you improved your muscular endurance, how would it affect your ability to perform a skill? Why do you stretch your muscles?</i>	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Flexibility</li> <li>• Fruits and Veggies Tag (High-Five Tag SPARK It Up!)</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• ASAP</li> </ul>
20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.	<ul style="list-style-type: none"> <li>• Building a Foundation Rubric</li> <li>• Games Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Crazy Cones</li> <li>• Cookie Monster Tag</li> <li>• Fitness Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Games</li> <li>• Building a Foundation</li> </ul>
20.B.1 Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).	Sample debrief question: <i>What happens to your heart when you exercise?</i>	<ul style="list-style-type: none"> <li>• Locomotor Grab Bag</li> <li>• Fitness Introduction</li> <li>• Crazy Cones</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Building a Foundation</li> <li>• Games</li> </ul>
20.C.1 Identify a realistic health-related goal.	Sample debrief question: <i>What are some things you can do to improve your flexibility?</i>	<ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Twist and Turn/Bend and Stretch</li> <li>• Stunts Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Manipulatives</li> <li>• Balance, Stunts, and Tumbling</li> </ul>

<b>STATE GOAL 21: Develop team-building skills by working with others through physical activity.</b>			
<b>21.A.1a</b> Follow directions and class procedures while participating in physical activities.	Games Rubric	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• Dribbling, Volleying, and Striking Circuit</li> <li>• Control Dribble Around Obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Kicking and Trapping</li> </ul>
<b>21.A.1b</b> Use identified procedures and safe practices with little or no reinforcement during group physical activities.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Grouping and Moving Together</li> <li>• Frogs Across the Pond</li> <li>• Stunts Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• ASAP</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
<b>21.A.1c</b> Work independently on tasks for short periods of time.	<ul style="list-style-type: none"> <li>• Building a Foundation Rubric</li> <li>• Balance, Stunts, and Tumbling Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Circuit Introduction</li> <li>• Weight Transfer and Rolls</li> <li>• Stunts Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
<b>21.B.1</b> Work cooperatively with another to accomplish an assigned task.	<ul style="list-style-type: none"> <li>• Games Rubric</li> <li>• Building a Foundation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Pairing and Moving Together</li> <li>• Partner Throw and Catch</li> <li>• Long Rope Turning in Pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Catching and Throwing</li> <li>• Jumping</li> </ul>

## SPARK Alignment with Illinois Physical Education Standards

\*Standards 9, 11, and 12 are directed specifically for the physical educator. Student activities are not applicable in this context.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>3-5 (2007 Edition)</b>			
Standard 1: The competent physical education teacher applies principles of health-related fitness and training.	Fitness Circuits Think About	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Flexibility Circuit</li> <li>• Body Composition BINGO</li> <li>• Number Run</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Walk/Jog/Run</li> </ul>
Standard 2: The competent physical education teacher applies techniques and procedures for developing and assessing health-related fitness.	Personal Best Day	Pedometer Activities: <ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Walk/Jog/Run</li> <li>• Personal Best Day</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Walk/Jog/Run</li> <li>• Personal Best Day</li> </ul>
Standard 3: The competent physical education teacher understands human movement, motor skills, and their developmental sequence.	Basketball Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Batting Practice</li> <li>• Dribbling Drills</li> <li>• Passing Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Basketball</li> <li>• Hockey</li> </ul>
Standard 4: The competent physical education teacher organizes activities and techniques for developing motor skills.	Softball Self-Check	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> <li>• Ground Ball Mania</li> <li>• Introduction to Forearm Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Softball</li> <li>• Volleyball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5: The competent physical education teacher guides the dynamic interaction between individuals and within groups while they are engaged in activities for personal and social development.	Cooperative All-Star Self Check	<ul style="list-style-type: none"> <li>• Group Juggling</li> <li>• Stepping Stones</li> <li>• Beat the Clock</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>
Standard 6: The competent physical education teacher applies techniques, skills, strategies, basic rules, etiquette, and safety practices for individual and group sports.	Hockey Self-Check	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• Quick-Play Mini-Football</li> <li>• Mini-Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Football</li> <li>• Basketball</li> </ul>
Standard 7: The competent physical education teacher applies techniques, skills, strategies, basic rules, etiquette, and safety practices associated with lifelong sports, creative movement, dance, non-competitive activities, and cooperative activities.	Dance Self-Check	<ul style="list-style-type: none"> <li>• California Strut</li> <li>• Achy Breaky Heart</li> <li>• 5, 6, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Standard 8: The competent physical education teacher incorporates the historical, philosophical, and social contexts of physical education.	Debrief	<ul style="list-style-type: none"> <li>• Mambo #5</li> <li>• Alunelul</li> <li>• Cotton Eyed Joe</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 9: The competent physical education teacher recognizes issues that influence the development and evaluation of the physical education program.			
Standard 10: The competent physical education teacher uses concepts and strategies for effective instruction in the physical education program.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> <li>• Those Tricky Transitions</li> <li>• Add-On</li> <li>• Jump Rope Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Movement Bands</li> <li>• Jump Rope</li> </ul>
Standard 11: The competent physical education teacher follows safety practices, principles of emergency first aid, and equipment maintenance procedures.			
Standard 12: The competent physical education teacher recognizes legal and ethical issues that influence physical education programs.			

## SPARK Alignment with Illinois Physical Education Standards MS (Version 2011)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.</b>			
<b>19.A.3</b> Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.	Specific Unit: <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>• Creating Combinations</li> <li>• Stunts and Tumbling Buffet</li> <li>• Create a Hip Hop Routine</li> <li>• Serve, Return, Catch</li> <li>• Extreme Rally</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts</li> <li>• Stunts</li> <li>• Dance</li> <li>• Racquets and Paddles</li> <li>• Handball</li> </ul>
<b>19.B.3</b> Compare and contrast efficient and inefficient movement patterns.	Specific Unit: <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>• Target Golf</li> <li>• Basic Exercise Techniques</li> <li>• Fly Out Throw Out</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Fitness</li> <li>• Softball</li> </ul>
<b>19.C.3a</b> Apply rules and safety procedures in physical activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Teacher Rubric</li> <li>• Sample debrief question: <i>Name some situations that would make an activity unsafe.</i></li> </ul>	<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>19.C.3b</b> Apply basic offensive, defensive and cooperative	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> </ul>	<ul style="list-style-type: none"> <li>• Zone and Player-to-Player Defenses</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
strategies in selected activities, games and sports.	<ul style="list-style-type: none"> <li>Peer Coach</li> <li>Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <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>Flying Disc</li> <li>Soccer</li> <li>Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b>			
<b>20.A.3a</b> Identify the principles of training: frequency, intensity, time and type (FITT).	Teacher Rubric, Written Test (Fitness)	<ul style="list-style-type: none"> <li>Basic Exercise Techniques</li> <li>Fitness in the Middle</li> <li>Resistance Band Workout</li> </ul>	Fitness
<b>20.A.3b</b> Identify and participate in activities associated with the components of health-related fitness.	Fitness Unit Written Test Sample debrief question: <i>What are some activities that are effective in improving each of the health-related physical fitness</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> </ul>	Fitness



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>components?</i>	<ul style="list-style-type: none"> <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 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>20.B.3a</b> Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.</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</li> </ul>	<p>Fitness</p>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		(Aerobic Capacity)	
<b>20.B.3b</b> Evaluate the strengths and weaknesses of a personal fitness profile.	<b>Personally Fit</b>		
<b>20.C.3a</b> Set realistic short-term and long-term goals for a health-related fitness component.			
<b>20.C.3b</b> Identify opportunities within the community for regular participation in physical activities			
<b>20.C.3c</b> Apply the principles of training to the health-related fitness goals.	Sample debrief question: <i>How would you use the principle of overload to safely improve your muscular strength?</i>	<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>	Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>STATE GOAL 21: Develop team-building skills by working with others through physical activity.</b>			
<b>21.A.3a</b> Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).	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>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Various Units</li> </ul>
<b>21.A.3b</b> Participate in establishing procedures for group physical activities.	Cooperatives Teacher Rubric	<ul style="list-style-type: none"> <li>• Phone Home</li> <li>• Down the Line</li> <li>• Radio Control</li> <li>• Turnstile</li> </ul>	Cooperatives
<b>21.A.3c</b> Remain on task independent of distraction (e.g., peer pressure, environmental stressors).	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern Tosses</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> </ul>	Cooperatives
<b>21.B.3</b> Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Final Cooperative Adventure Race</li> <li>• Cross the Great Divide</li> <li>• Radioactive River</li> <li>• Karrimor International Mountain Marathon</li> </ul>	Cooperatives

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>9-12 (2007 Edition)</b>			
Standard 1: The competent physical education teacher applies principles of health-related fitness and training.	Personal Fitness Program Evaluation	Pedometer Activities: <ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
Standard 2: The competent physical education teacher applies techniques and procedures for developing and assessing health-related fitness.	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
Standard 3: The competent physical education teacher understands human movement, motor skills, and their developmental sequence.	Jump Rope Routine Score Sheet	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Skill Builder</li> <li>• Forehand and Backhand Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Basketball</li> <li>• Racquetball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4: The competent physical education teacher organizes activities and techniques for developing motor skills.	5-Person Hit and Run Softball Assessment	<ul style="list-style-type: none"> <li>• Return Service to Target</li> <li>• 5-Person Hit and Run Softball</li> <li>• Forehand and Backhand Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Softball</li> <li>• Racquetball</li> </ul>
Standard 5: The competent physical education teacher guides the dynamic interaction between individuals and within groups while they are engaged in activities for personal and social development.	Teambuilding Response Journal	<ul style="list-style-type: none"> <li>• Group Jump Rope</li> <li>• Popsicle Push-Ups</li> <li>• Minefield</li> </ul>	<ul style="list-style-type: none"> <li>• Teambuilding</li> <li>• Teambuilding</li> <li>• Teambuilding</li> </ul>
Standard 6: The competent physical education teacher applies techniques, skills, strategies, basic rules, etiquette, and safety practices for individual and group sports.	Racquetball Skills Check-Off	<ul style="list-style-type: none"> <li>• Return Service to Target</li> <li>• Skill Builder</li> <li>• Forehand and Backhand Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Basketball</li> <li>• Racquetball</li> </ul>
Standard 7: The competent physical education teacher applies techniques, skills, strategies, basic rules, etiquette, and safety practices associated with lifelong sports, creative movement, dance, non-competitive activities, and cooperative activities.	Choreography Project	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Line Dance</li> <li>• Tinikling/Jump Bands</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Line Dance</li> <li>• Tinikling/Jump Bands</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 8: The competent physical education teacher incorporates the historical, philosophical, and social contexts of physical education.	Debrief	<ul style="list-style-type: none"> <li>• Tinikling</li> <li>• Troika</li> <li>• Pata Pata</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Standard 9: The competent physical education teacher recognizes issues that influence the development and evaluation of the physical education program.			
Standard 10: The competent physical education teacher uses concepts and strategies for effective instruction in the physical education program.	Debrief	<ul style="list-style-type: none"> <li>• Putting to Targets</li> <li>• Striking a Ball</li> <li>• Throw for Distance</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Handball/Wallball</li> <li>• Softball</li> </ul>
Standard 11: The competent physical education teacher follows safety practices, principles of emergency first aid, and equipment maintenance procedures.	Weight Room and Fitness Lab Safety Test	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
Standard 12: The competent physical education teacher recognizes legal and ethical issues that influence physical education programs.			