

## SPARK Alignment with Louisiana Physical Education Standards Grades 6-8: Middle School Cluster Level

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
<b>1-M-1</b> Demonstrates the ability to combine locomotor, non-locomotor, and manipulative skills (e.g., combines running, stopping, throwing, shooting and kicking).	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>• Sepak Takraw</li> <li>• Advanced Progressions</li> <li>• Creating Combinations</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
<b>1-M-2</b> Exhibits basic strategies related to specific lead-up games (e.g., basic offense and defense; strategies related to cooperative activities).	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme Rally</li> <li>• Durango Boot</li> <li>• Singles/Doubles Game Play</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Flying Disc</li> <li>• Handball</li> </ul>
<b>1-M-3</b> Demonstrates basic competency in more complex motor skills and more advanced specialized skills (e.g. hand dribble and foot dribble to prevent an opponent from stealing) related to specific sports activities (e.g., participates in modified versions of team sports such as basketball, volleyball, softball, soccer).	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Modified Cricket</li> <li>• Mini-Soccer</li> <li>• Mini-Hockey</li> <li>• 7v7 Modified Softball</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• Soccer</li> <li>• Hockey</li> <li>• Softball</li> </ul>
<b>1-M-4</b> Demonstrates the ability to create rhythmic movement patterns (e.g., performs movements and	Create-a-Dance Task Card	<ul style="list-style-type: none"> <li>• Create a 4-Wall Line Dance</li> <li>• Create a Poco</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> </ul>

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routines in activities such as square dance, line dance, modern dance, aerobics, kick boxing, Tai Chi, Yoga).		Loco <ul style="list-style-type: none"> <li>• Create a Hip Hop Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>
<b>1-M-5</b> Demonstrates strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, placing ball away from opponent in a racket sport, hand and foot dribble while preventing an opponent from stealing the ball)	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Singles/Doubles Game Play</li> <li>• Extreme Rally</li> <li>• Zone Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Hockey</li> </ul>

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<b>Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</b>			
<p><b>2-M-1</b> Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced (e.g., throws softball different distances using varied trajectories and amounts of force).</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Teacher Rubrics</li> <li>• Written Tests</li> </ul> <p>Sample debrief questions:</p> <ul style="list-style-type: none"> <li>• <i>How do you apply rotation principles when performing a cartwheel? Throwing a disc?</i></li> <li>• <i>How long does it take to get ready to execute a forehand swing? A backhand swing? When should you begin your swing?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> <li>• Shot Put</li> <li>• Disc Throwing Stations</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Track</li> <li>• Flying Disc</li> </ul>
<p><b>2-M-2</b> Demonstrates how practicing movement skills improves</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and Sprint Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Track</li> <li>• Handball</li> </ul>

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performance (e.g., maintains a log of practice attempts for throwing a softball at a target, compares differences in successful throws from first attempts to last attempts).	<ul style="list-style-type: none"> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Shots Circuit</li> <li>• Passing Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> </ul>
<b>2-M-3</b> Analyzes and applies advanced movement and game strategies (e.g., guards another player who is dribbling a basketball, attempts to prevent a pass or shot; demonstrates game strategies involved in playing tennis, pickle ball, bounce ball).	Specific Unit Written Tests, Self-Checks, Peer Coach, Teacher Rubrics	<ul style="list-style-type: none"> <li>• Zone and Player-to-Player Defenses</li> <li>• Defense</li> <li>• Zone and Person Defense</li> <li>• Zone and Player-to-Player Defenses</li> <li>• Zone Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Flying Disc</li> <li>• Soccer</li> <li>• Hockey</li> </ul>
<b>2-M-4</b> Recognizes and applies principles necessary for safe and skilled physical performance (e.g., never shoot an arrow up into the air; always include a warm-up and cool-down component as part of the activity).	Sample debrief question: <i>Name some situations that would make an activity unsafe.</i>	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> <li>• Partner Stunts</li> <li>• Stability Ball and Medicine Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Fitness</li> </ul>

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<b>Standard 3: Exhibits a physically active lifestyle.</b>			
<b>3-M-1</b> Identifies opportunities in the school and community for regular participation in physical activity (e.g., rollerblading, bicycling, hiking, intramural activities, and extracurricular activities).	Personally Fit Activity Challenge: In the Mood to Move		Personally Fit SPARKfit (SPARKfamily.org)
<b>3-M-2</b> Explores a variety of new physical activities for personal interest in and out of physical education class (e.g., participates in games, sports, dance, and outdoor pursuits both in and out of school based on individual interests and capabilities; explores new activities on the Internet).	<ul style="list-style-type: none"> <li>• Personally Fit Activity Challenge: In the Mood to Move</li> <li>• Heart Rate Monitor Log</li> <li>• Pedometer Log</li> </ul>		Personally Fit SPARKfit (SPARKfamily.org)
<b>3-M-3</b> Establishes and pursues personal physical activity goals through regular physical activity (e.g., participates in an individualized physical activity program designed with the help of the teacher).	<ul style="list-style-type: none"> <li>• Personally Fit Activity Challenge: In the Mood to Move</li> <li>• Heart Rate Monitor Log</li> <li>• Pedometer Log</li> </ul>		Personally Fit SPARKfit (SPARKfamily.org)
<b>3-M-4</b> Describes the elements of a	<ul style="list-style-type: none"> <li>• Fitness Unit</li> </ul>		

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<p>healthy lifestyle (e.g., explains the health-related and skill-related components of a healthy lifestyle; uses heart rate monitors to discuss cardiovascular health).</p>	<p>Written Test</p> <ul style="list-style-type: none"> <li>• Sample debrief question: <i>What are some activities that are effective in improving each of the health-related physical fitness components?</i></li> <li>• <i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i></li> </ul>	<p>Personally Fit SPARKfit</p> <ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Basic Exercise Techniques</li> <li>• Fitness in the Middle</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Range of Motion Circuit</li> <li>• Balancing Strength and Flexibility Circuit</li> <li>• Body Composition Circuit</li> <li>• Nutrition Team Challenge</li> </ul>	<p>(SPARKfamily.org)</p> <p>Fitness</p>

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<b>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
<p><b>4-M-1</b> Participates in and sustains moderate to vigorous physical activity in a variety of settings (e.g., activity should elevate heart rate to target heart rate zone).</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>• Combining Aerobic Capacity and Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
<p><b>4-M-2</b> Develops individual goals for each of the health-related fitness components (e.g., assess individual fitness levels and set individual goals based on fitness results).</p>	<p>Personally Fit SPARKfit (SPARKfamily.org)</p>		
<p><b>4-M-3</b> Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.</p>	<p>Personally Fit SPARKfit (SPARKfamily.org)</p>		
<p><b>4-M-4</b> Analyzes and applies basic principles of training to improve health-related fitness [e.g., addresses development of a workout plan, warm-up, cool-down, and includes such principles as FITT (frequency, intensity time and type), overload, specificity].</p>	<p>Sample debrief question: <i>How can you safely apply the principle of overload to your weight training routine?</i></p>	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>

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<b>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
<b>5-M-1</b> Participates in cooperative activities in both leadership and follower roles.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul> Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> <li>• Centipede Pass</li> <li>• Indiana Jones</li> <li>• Corridor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>
<b>5-M-2</b> Utilizes time effectively to complete assigned tasks.	Cooperatives: <ul style="list-style-type: none"> <li>• Self Check</li> </ul>	<ul style="list-style-type: none"> <li>• Adventure Racing 101</li> <li>• Poker Adventure Race</li> <li>• Final Cooperative Adventure Race</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>
<b>5-M-3</b> Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations.	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>• Responsibility and Routines</li> <li>• Respect and Roll Taking</li> <li>• Acceptance and Super Grouping</li> <li>• Trust and Technology</li> <li>• Appreciation and Assistance</li> <li>• Merengue Etiquette Basics</li> </ul>	<ul style="list-style-type: none"> <li>• The First Five Lessons</li> <li>• The First Five Lessons</li> <li>• The First Five Lessons</li> <li>• The First Five Lessons</li> <li>• The First Five Lessons</li> <li>• Dance</li> </ul>



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<b>Standard 6: Demonstrates an understanding and respect for differences among people in physical activity settings.</b>			
<p><b>6-M-1</b> Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world (e.g., incorporate the history of individual sports or discuss the history of the Olympics).</p>	<p>World Games and Dance:</p> <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self Check</li> <li>• Peer Coach</li> <li>• MS Unit Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Sepak Takraw</li> <li>• Modified Cricket</li> <li>• Modified Team Handball</li> <li>• Corazon Espinado Poco Loco</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• World Games</li> <li>• World Games</li> <li>• Dance</li> </ul>
<p><b>6-M-2</b> Recognizes commonalties and differences in people of different genders, cultures, ethnicity, abilities and skill levels, and seeks to learn more about both.</p>	<p>World Games</p> <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Unit Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Sepak Takraw</li> <li>• Modified Cricket</li> <li>• Modified Team Handball</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• World Games</li> <li>• World Games</li> </ul>
<p><b>6-M-3</b> Recognizes the role of sport, games and dance in getting to know and understand others of like and different backgrounds (e.g., write a report on the history and their impact today).</p>	<p>World Games</p> <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Sepak Takraw</li> <li>• Modified Cricket</li> <li>• Modified Team Handball</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• World Games</li> <li>• World Games</li> </ul>

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<b>Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.</b>			
<b>7-M-1</b> Participation in challenging activities and in activities requiring the utilization of newly acquired skills (e.g., participates in recreational opportunities outside of school according to their abilities).	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Create a Hip Hop Routine</li> <li>• Stability Ball and Medicine Ball</li> <li>• Singles/Doubles Game Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Fitness</li> <li>• Racquets and Paddles</li> </ul>
<b>7-M-2</b> Identifies the social, emotional and physical benefits of participation in physical activities (e.g., students explain the benefits of physical activity).	Sample debrief question: <i>What are the physical benefits of participating in physical activities?</i> <i>Social and emotional benefits?</i>	<ul style="list-style-type: none"> <li>• Fun and Fitness Circuit</li> <li>• Merengue Sweetheart</li> <li>• Problem-Solver Adventure Race</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Dance</li> <li>• Cooperatives</li> </ul>
<b>7-M-3</b> Demonstrates enjoyment from participation in physical activities.	<ul style="list-style-type: none"> <li>• Coulda, Shoulda, Woulda (Cooperatives)</li> <li>• Teacher Rubric (Cooperatives)</li> </ul>	<ul style="list-style-type: none"> <li>• Team Events</li> <li>• Final Cooperative Adventure Race</li> <li>• Indiana Jones</li> </ul>	<ul style="list-style-type: none"> <li>• All Skill Units</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>