

## SPARK Alignment with Louisiana Physical Education Standards Grades K-2: Primary 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-P-1</b> Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> <li>• General Space and Creative Moves</li> <li>• Tempos and Creative Moves</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>1-P-2</b> Demonstrates ways to manage body weight in a variety of situations alone or within a group (e.g., hanging, climbing, and balancing in symmetrical and asymmetrical shapes).	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Basic Body Positions</li> <li>• Body Management and Balance</li> <li>• Weight Transfer and Rolls</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
<b>1-P-3</b> Performs manipulative skills using a variety of equipment in different environmental conditions (e.g., striking with self, partner, or in a game situation).	<ul style="list-style-type: none"> <li>• Manipulatives Rubric</li> <li>• Catching and Throwing Rubric</li> <li>• Dribbling, Volleying, and Striking Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing Circuit</li> <li>• Dribbling, Volleying, and Striking Circuit</li> <li>• Scarf Juggling Lead-up</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Manipulatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>1-P-4</b> Performs basic rhythmic skills alone, with a partner or within a group.	Dance Rubric	<ul style="list-style-type: none"> <li>Hawaiian Roller Coaster Ride</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</b>			
<b>2-P-1</b> Integrates other content areas through movement.	Performance Rubrics, All Units	Academic Integrations	All Units
<b>2-P-2</b> Demonstrates and uses a variety of relationships with objects (e.g., over/under, behind, alongside, through).	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>Movement Concepts Using Hoops</li> <li>Beanbag Exploration</li> <li>Beanbag Balances</li> </ul>	<ul style="list-style-type: none"> <li>Building a Foundation</li> <li>Manipulatives</li> <li>Balance, Stunts, and Tumbling</li> </ul>
<b>2-P-3</b> Identifies fundamental movement patterns.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>General Space and Creative Moves</li> <li>Locomotor Skills, Levels, and Directions</li> <li>Locomotor Grab Bag</li> </ul>	<ul style="list-style-type: none"> <li>Building a Foundation</li> <li>Building a Foundation</li> <li>ASAP</li> </ul>
<b>2-P-4</b> Establishes a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy	Building a Foundation Rubric Sample debrief questions:	<ul style="list-style-type: none"> <li>Locomotor Skills, Levels, and Directions</li> <li>Pathways and</li> </ul>	<ul style="list-style-type: none"> <li>Building a Foundation</li> <li>Building a Foundation</li> </ul>

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weights, balance, twist).	<i>What is the difference between under and over? Behind and in front of? Next to and through? Up and down? Forward, backwards, and sideways?</i>	Creative Moves <ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> </ul>
<b>2-P-5</b> Applies appropriate concepts to performance (change direction while running).	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Movement Concepts Using Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3: Exhibits a physically active lifestyle.</b>			
<b>3-P-1</b> Participates regularly in vigorous activities outside of physical education class.	Recess Rubric	<ul style="list-style-type: none"> <li>• Cat and Mice</li> <li>• Rock, Paper, Scissors Tag</li> <li>• Switcheroo!</li> <li>• Home Plays</li> </ul>	<ul style="list-style-type: none"> <li>• Recess</li> <li>• Recess</li> <li>• Recess</li> <li>• All Units</li> </ul>
<b>3-P-2</b> Acknowledges that physical activity is good for personal well being.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Chasing and Fleeing</li> <li>• High-Five Tag</li> <li>• Frogs Across the Pond</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• ASAP</li> <li>• ASAP</li> </ul>
<b>3-P-3</b> Experiences and expresses satisfaction from participation in physical activity.	Games Rubric	<ul style="list-style-type: none"> <li>• Cookie Monster Tag</li> <li>• Emotion Motion</li> <li>• Popcorn</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• ASAP</li> <li>• Parachute</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
<b>4-P-1</b> Sustains activity from moderate to vigorous intensity levels while participating in physical activity.	Games Rubric	<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>
<b>4-P-2</b> Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, increased breathing).	Sample debrief question: <i>What happens to your heart and muscles when you play actively?</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>
<b>4-P-3</b> Demonstrates activities that increase muscular strength and endurance.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Crabbing Around</li> <li>• Fitness Introduction (SPARK It Up!)</li> <li>• Parachute Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Building a Foundation</li> <li>• Parachute</li> </ul>
<b>4-P-4</b> Demonstrates moving each joint through a full range of motion.	Building a Foundation Rubric	<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>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
<p><b>5-P-1</b> Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium).</p>	<p>Games Rubric Recess Rubric Building a Foundation Rubric</p>	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• Stunts Introduction</li> <li>• Grouping and Moving Together</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts and Tumbling</li> <li>• Building a Foundation</li> </ul>
<p><b>5-P-2</b> Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings.</p>	<p>Debrief question: <i>Why is it important to be aware of your surroundings?</i></p>	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• Pathways and Creative Moves</li> <li>• General Space and Creative Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Building a Foundation</li> </ul>
<p><b>5-P-3</b> Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.</p>	<p>Games Rubric</p>	<ul style="list-style-type: none"> <li>• Pairing and Moving Together</li> <li>• Grouping and Moving Together</li> <li>• Frogs Across the Pond</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• ASAP</li> </ul>
<p><b>5-P-4</b> Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).</p>	<p>Games Rubric</p>	<ul style="list-style-type: none"> <li>• Houdini Hoops</li> <li>• Changing Places</li> <li>• Line Boogie</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Parachute</li> <li>• Manipulatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 6: Demonstrates an understanding and respect for differences among people in physical activity settings.</b>			
<b>6-P-1</b> Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Pairs Combining Movement Concepts</li> <li>• Grouping and Making Bridges</li> <li>• Grouping and Moving Together</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>6-P-2</b> Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability).	Parachute Rubric	<ul style="list-style-type: none"> <li>• Houdini Hoops</li> <li>• Changing Places</li> <li>• Line Boogie</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Parachute</li> <li>• Manipulatives</li> </ul>
<b>6-P-3</b> Demonstrates a willingness to help a fellow student who has difficulty completing a skill.	Games Rubric	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Soccer Golf</li> <li>• Long Rope Turning in Pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Kicking and Trapping</li> <li>• Jumping</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>			
7-P-1 Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.	Games Rubric	<ul style="list-style-type: none"> <li>• Emotion Motion</li> <li>• Showtime</li> <li>• Houdini Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Games</li> </ul>
7-P-2 Distinguishes feelings about and during physical activity.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• Emotion Motion</li> <li>• General Space and Creative Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• ASAP</li> <li>• Building a Foundation</li> </ul>
7-P-3 Displays a willingness to participate in new activities.	Games Rubric	<ul style="list-style-type: none"> <li>• Stunts Circuit</li> <li>• Create a Dance</li> <li>• Animal Balancing Act</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Dance</li> <li>• Balance, Stunts, and Tumbling</li> </ul>

## SPARK Alignment with Louisiana Physical Education Standards Grades 3-5: Elementary 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-E-1</b> Demonstrates mature forms in locomotor, non-locomotor, and manipulative skills (e.g., locomotor - run, jump, skip; non-locomotor - bend, stretch, lunge; manipulative - catching, throwing, kicking).	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Perimeter Move</li> <li>• Movement Band Circuit</li> <li>• Stroke and Catch</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Movement Bands</li> <li>• Racquets and Paddles</li> </ul>
<b>1-E-2</b> Combines a variety of motor skills for specific sports (e.g., catches, dribbles, and passes basketball to a moving partner).	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> <li>• 9 Grid Basketball</li> <li>• 4 Zone Football</li> <li>• 5-Player Kickball</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Aerobic Games</li> </ul>
<b>1-E-3</b> Exhibits ability to manipulate objects with the skills necessary to participate in games and lead-up activities (e.g., engages in simple games requiring manipulative skills).	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• Mini-Basketball</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Basketball</li> <li>• Soccer</li> </ul>
<b>1-E-4</b> Demonstrates the ability to create rhythmic movement patterns and dances (e.g., performs rhythmic body movements and communicates ideas and feelings with and without music).	Create a Dance Rubric	<ul style="list-style-type: none"> <li>• Create A Dance</li> <li>• Create A Routine</li> <li>• Aerobic Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Movement Bands</li> <li>• Group Fitness</li> </ul>

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<b>Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</b>			
<b>2-E-1</b> Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).	Specific Unit Performance Rubric	<ul style="list-style-type: none"> <li>• Academic Integrations</li> </ul>	<ul style="list-style-type: none"> <li>• All Units</li> </ul>
<b>2-E-2</b> Applies critical elements to improve personal performance in fundamental and selected specialized motor skills (e.g., describes and demonstrates body positions for each part of an overhand throw).	Specific Unit Self-Checks	<ul style="list-style-type: none"> <li>• Dribbling Drills</li> <li>• Batting Practice</li> <li>• Look, Learn, and Leave</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Softball</li> <li>• Stunts and Tumbling</li> </ul>
<b>2-E-3</b> Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing the running long jump for maximum distance).	Specific Unit Peer Coach Rubrics	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Fun and Flexibility with a Friend</li> <li>• Group Jump Rope Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Fitness Challenges</li> <li>• Jump Rope</li> </ul>
<b>2-E-4</b> Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting).	Sample debrief question: <i>What are some things you can do in practice that will help you improve your skill?</i>	<ul style="list-style-type: none"> <li>• Dribbling Drills</li> <li>• Batting Practice</li> <li>• Look, Learn, and Leave</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Softball</li> <li>• Stunts and Tumbling</li> </ul>

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<b>Standard 3: Exhibits a physically active lifestyle.</b>			
<b>3-E-1</b> Describes the physical, emotional, and psychological benefits of participation in health-related activities.	Sample debrief question: <i>What are some benefits of participating in fitness activities throughout your lifetime?</i>	<ul style="list-style-type: none"> <li>• Wallball</li> <li>• Bench Step Basics</li> <li>• Introduction to Badminton</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> <li>• Group Fitness</li> <li>• Racquets and Paddles</li> </ul>
<b>3-E-2</b> Identifies several moderate to vigorous physical activities that provide personal pleasure (e.g., participates in youth league soccer after school, or joins in a pick-up game of basketball).	Sample debrief question: <i>What are some activities that you enjoy that improve skill and fitness?</i>	<ul style="list-style-type: none"> <li>• Wallball</li> <li>• Bench Step Basics</li> <li>• Introduction to Badminton</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> <li>• Group Fitness</li> <li>• Racquets and Paddles</li> </ul>
<b>3-E-3</b> Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness).	Sample debrief question: <i>What are some activities that improve muscular strength? Aerobic capacity?</i>	<ul style="list-style-type: none"> <li>• Aerobic Dance</li> <li>• Muscular Strength and Endurance</li> <li>• Fitness Grids</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>

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<b>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
<b>4-E-1</b> Identifies several activities related to each component of health-related fitness.	Fitness Challenges Self-Check	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Fun and Flexibility with a Friend</li> <li>• Muscular Strength and Endurance</li> <li>• Aerobic Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• Group Fitness</li> </ul>
<b>4-E-2</b> Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.	Sample debrief question: <i>Compare your fitness scores to the scores in the 'Healthy Fitness Zone'. How could you improve a score that fell short of the 'Healthy Fitness Zone'?</i>	<ul style="list-style-type: none"> <li>• Personal Best Day</li> <li>• Pedometer Activity</li> <li>• Mixed Fitness Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Best Day</li> <li>• Map Challenges</li> <li>• Fitness Circuits</li> </ul>
<b>4-E-3</b> Selects an activity program that is designed to improve health-related fitness.	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> <li>• Personal Best Day</li> <li>• Pedometer Activity</li> <li>• Mixed Fitness Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Best Day</li> <li>• Map Challenges</li> <li>• Fitness Circuits</li> </ul>
<b>4-E-4</b> Adopts personal goals based upon results of fitness assessments.	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> <li>• Personal Best Day</li> <li>• Pedometer Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Best Day</li> <li>• Map Challenges</li> </ul>

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		<ul style="list-style-type: none"> <li>• Mixed Fitness Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> </ul>
<p><b>4-E-5</b> Achieves reasonable levels in all components of health-related fitness.</p>	<p>Fitness Challenges Self-Check</p>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Fun and Flexibility with a Friend</li> <li>• Muscular Strength and Endurance</li> <li>• Aerobic Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• Group Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
<b>5-E-1</b> Demonstrates good sportsmanship and fair play in a variety of settings.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• Mini-Basketball</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Basketball</li> <li>• Soccer</li> </ul>
<b>5-E-2</b> Recognizes and avoids unsafe practices and situations.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Survivor Challenge</li> <li>• Roll the Dice</li> <li>• Soccer Group Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• Soccer</li> </ul>
<b>5-E-3</b> Works cooperatively with teachers and peers to reach a common goal.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Cooperative Volleyball</li> <li>• Create A Dance</li> <li>• Group Trick Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Dance</li> <li>• Movement Bands</li> </ul>
<b>5-E-4</b> Exhibits independence and ability to succeed in groups.	Specific Unit Self-Checks	<ul style="list-style-type: none"> <li>• Solo Aerobic Fitness Challenge</li> <li>• Basketball Skills Stations</li> <li>• Learning the Stunts</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Basketball</li> <li>• Stunts and Tumbling</li> </ul>
<b>5-E-5</b> Accepts and gives constructive feedback.	Sample debrief Question: <i>What tip can you give your partner if they are having trouble throwing their ball</i>	<ul style="list-style-type: none"> <li>• Partner Basketball Activity Challenge</li> <li>• Partner Throw and Catch</li> <li>• Hoop-To-Hoop</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Softball</li> <li>• Frisbee</li> </ul>

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	<i>with sufficient force to reach their target?</i>		

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<b>Standard 6: Demonstrates an understanding and respect for differences among people in physical activity settings.</b>			
<b>6-E-1</b> Displays positive attitudes toward self and others through physical activity.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Cooperative Volleyball</li> <li>• Create A Dance</li> <li>• Group Trick Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Dance</li> <li>• Movement Bands</li> </ul>
<b>6-E-2</b> Demonstrates tolerance for individual differences.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Soccer Group Challenge</li> <li>• Group Jump Rope Challenge</li> <li>• Survivor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Jump Rope</li> <li>• Fitness Challenges</li> </ul>
<b>6-E-3</b> Explores the role of culture in physical activities of other countries.	Dance Self-Check	<ul style="list-style-type: none"> <li>• Alunelul</li> <li>• Cotton Eyed Joe</li> <li>• Pata Pata</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• DAnce</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>			
7-E-1 Exhibits positive feelings about participation in physical activity.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Stepping Stones</li> <li>• Log Jam</li> <li>• Create A Game</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Softball</li> </ul>
7-E-2 Engages in the challenge of new activities.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Soccer Group Challenge</li> <li>• Group Jump Rope Challenge</li> <li>• Survivor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Jump Rope</li> <li>• Fitness Challenges</li> </ul>
7-E-3 Participates enthusiastically in independent and interactive physical activities.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Learning the Stunts</li> <li>• Partner Ball Challenges (Partner Fun and Trust)</li> <li>• Survivor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Cooperatives</li> <li>• Fitness Challenges</li> </ul>
7-E-4 Participates in and designs games, gymnastics, and dance to increase skill competence.	Create a Routine (Movement Bands) Rubric	<ul style="list-style-type: none"> <li>• Create A Dance</li> <li>• Create A Routine</li> <li>• Aerobic Dance</li> <li>• Create A Game</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Movement Bands</li> <li>• Group Fitness</li> <li>• Softball</li> </ul>
7-E-5 Acknowledges the role of games, sports, and dance in getting	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• Mini-Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Basketball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
to know and understand self and others.		<ul style="list-style-type: none"><li>• Mini-Soccer</li><li>• Soccer Group Challenge</li><li>• Group Jump Rope Challenge</li><li>• Create A Dance</li></ul>	<ul style="list-style-type: none"><li>• Soccer</li><li>• Soccer</li><li>• Jump Rope</li><li>• Dance</li></ul>