

## SPARK Alignment with Minnesota Physical Education Standards

*\*See SPARK Inclusive Guidebook for Unit by Unit Inclusive Strategies*

(K-2 Version 2023 Edition)

Kindergarten

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate competency in a variety of motor skills and movement patterns.</b>			
0.1.1.1 Hop, gallop, slide, skip, and run while maintaining balance.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Pathways and Creative Moves</li> <li>• Locomotor Grab Bag</li> <li>• Hearty Hoopla</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• ASAP</li> <li>• Holiday Unit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>0.1.1.2 Jump and land in the horizontal plane while maintaining balance.</p>	<p>Jumping Rubric</p>	<ul style="list-style-type: none"> <li>• Jumping and Landing</li> <li>• Jumping and Landing Patterns</li> <li>• Jumping for Distance</li> <li>• Stationary Rope Jumping</li> <li>• <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Jumping</li> <li>• Jumping</li> <li>• Jumping</li> </ul>
<p>0.1.1.3 Jump and land in the vertical plane while maintaining balance.</p>	<p>Jumping Rubric</p>	<ul style="list-style-type: none"> <li>• Jumping and Landing</li> <li>• Jumping and Landing Patterns</li> <li>• Odd Hops and Even Jumps</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Jumping</li> <li>• Limited Space Activities</li> </ul>
<p>0.1.1.4 Perform locomotor skills in educational dance while maintaining balance</p>	<p>Dance Rubric</p>	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• The Bouncer</li> <li>• The Shoemaker’s Dance</li> <li>• I See, I See</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• ASAP</li> <li>• ASAP</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
0.1.2.1 Maintain momentary stillness on different bases of support with different body shapes.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Body Management and Balance</li> <li>• Static Balances</li> <li>• Animal Balancing Act</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>
0.1.2.3 Roll sideways in a narrow body shape. For example: pencil roll, log roll.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Weight Transfer and Rolls</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> </ul>
0.1.2.4 Perform non- locomotor skills.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Body Management and Balance</li> <li>• Basic Body Positions</li> <li>• Movement Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Limited Space Activities</li> </ul>
0.1.3.1 Roll and throw underhand with opposite foot forward.	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Throwing Underhand to Targets</li> <li>• Partner Throw and Catch</li> <li>• Bowling Dice</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Gopher Exclusive Unit</li> </ul>

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<b>Standard</b>	<b>Suggested Assessments</b>	<b>Sample SPARK Activities</b>	<b>Corresponding SPARK Unit</b>
0.1.3.2 Throw overhand while maintaining balance.	Catching and Throwing Rubric	<ul style="list-style-type: none"><li>• Overhand Throw for Distance</li><li>• Clean Your Room</li></ul>	<ul style="list-style-type: none"><li>• Catching and Throwing</li><li>• Catching and Throwing</li></ul>
0.1.3.4 Drop and catch a ball before it bounces twice.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"><li>• Bounce and Catch Introduction</li></ul>	<ul style="list-style-type: none"><li>• Dribbling, Volleying, and Striking</li><li>• Dribbling, Volleying, and Striking</li></ul>
0.1.3.5 Dribble with one hand, attempting a second contact.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"><li>• Dribbling Introduction</li></ul>	<ul style="list-style-type: none"><li>• Dribbling, Volleying, and Striking</li></ul>
0.1.3.6 Dribble with inside of the foot, attempting a second contact.	Kicking and Trapping Rubric	<ul style="list-style-type: none"><li>• Dribbling “Soccer Style”</li><li>• Control Dribble Around Obstacles</li><li>• Tunnel Dribble</li></ul>	<ul style="list-style-type: none"><li>• Kicking and Trapping</li><li>• Kicking and Trapping</li><li>• Kicking and Trapping</li></ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
0.1.3.7 Pass with the feet, while maintaining balance.	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Kicking for Accuracy</li> <li>• Soccer Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> </ul>
0.1.3.9 Kick while maintaining balance.	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Kicking for Distance</li> <li>• Kicking for Accuracy</li> <li>• Soccer Golf</li> <li>• Kickball Roundup</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Positive Learning Environment</li> </ul>
0.1.3.11 Volley individually using various body parts, attempting a second hit.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Volleying and Striking Introduction <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Keep It Up</li> <li>• Sheep Dogs</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
0.1.3.13 Strike using a body part, while maintaining balance.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Volleying and Striking Introduction <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Recess Activities</li> </ul>

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		<ul style="list-style-type: none"> <li>• Keep It Up</li> <li>• Sheep Dogs</li> <li>• Wallball</li> <li>• Circle Passing</li> </ul>	<ul style="list-style-type: none"> <li>• Omnikin Activities</li> </ul>
0.1.3.16 Jump a single jump with a self-turned rope.	Jumping Rubric	<ul style="list-style-type: none"> <li>• Individual Rope Jumping I</li> <li>• Individual Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> </ul>
0.1.3.17 Jump a long rope with teacher-assisted turning.	Jumping Rubric	<ul style="list-style-type: none"> <li>• Long Rope Jumping I</li> <li>• Long Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
0.2.1.1 Travel in different pathways differentiating between movement in	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> </ul>

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personal space (self-space) and general space. For example: straight, curvy, zig zag.		<ul style="list-style-type: none"> <li>• General Space and Creative Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> </ul>
0.2.1.2 Travel using body parts in different relationships to each other. For example: round, narrow, wide, twisted, symmetrical.	Building a Foundation Rubric	<ul style="list-style-type: none"> <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> </ul>
0.2.1.3 Travel using slow and fast speeds.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• General Space and Creative Moves</li> <li>• Winter Ski and Skate</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Holiday Unit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
0.3.1.1 Identify ways to be physically active outside of physical education class, both indoors and outdoors.	Sample debrief question: <i>What are some of your favorite physical activities to do outside of school?</i>	<ul style="list-style-type: none"> <li>• Hopscotch (and Home Play)</li> <li>• Rock, Papers, Scissor Tag (and Home Play)</li> <li>• Lifetime Wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> <li>• Recess Activities</li> <li>• Sparkfamily.org K-2 Curriculum Resources</li> <li>• Home Play Activities</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Integrating PE at Home</li> </ul>	<ul style="list-style-type: none"> <li>• Sparkfamily.org K-2 Curriculum Resources</li> <li>• Academic Integrations</li> </ul>
<p>0.3.2.1 Actively participates in physical activities with teacher prompting.</p>	<p>Games Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Oxygen Boogie</li> <li>• Chasing and Fleeing</li> <li>• The Good Ship SPARK</li> <li>• Crazy Cones</li> <li>• <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Building a Foundation</li> <li>• ASAP</li> <li>• Games</li> </ul>
<p>0.3.3.1 Recognize that faster movement corresponds to faster heartbeat and breathing.</p>	<p>Fitness Introduction “Wrap It Up” (Building a Foundation)</p>	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Heart Health</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Sparkfamily.org K-2 Curriculum Resources Home Play Activities</li> </ul>
<p>0.3.3.2 Recognize that the body has muscles.</p>	<p>Fitness Introduction (Building a Foundation)</p>	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Fitness Introduction (SPARK It Up!)</li> <li>• Parachute Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Parachute</li> </ul>
<p>0.3.5.1 Recognize that food provides energy for physical activity.</p>	<p>Sugar and Fat Tag “Wrap It Up” (Games)</p>	<ul style="list-style-type: none"> <li>• Sugar and Fat Tag</li> <li>• Nutrition</li> <li>• Healthy Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• SPARKhome: Home Play Activities</li> </ul>



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			<ul style="list-style-type: none"> <li>• SPARKhome: Home Play Activities</li> </ul>

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<b>Exhibit responsible personal and social behavior that respects self and others.</b>			
0.4.1.1 Identify class rules and protocols related to self, space and equipment.	<ul style="list-style-type: none"> <li>• Building a Foundation Rubric</li> <li>• Parachute Rubric</li> <li>• Balance, Stunts, and Tumbling Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• Stunts Introduction</li> <li>• Parachute Introduction</li> <li>• Greetings</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Parachute</li> <li>• Positive Learning Environment</li> </ul>
0.4.2.1 Use feedback from the teacher.	<ul style="list-style-type: none"> <li>• Parachute Rubric</li> <li>• Balance, Stunts, and Tumbling Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Changing Places</li> <li>• Stunts Introduction</li> <li>• Parachute Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Parachute</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Parachute</li> </ul>
0.4.3.1 Share equipment and space with others.	<ul style="list-style-type: none"> <li>• Building a Foundation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Line Boogie</li> <li>• Rolling and Catching with a Partner</li> <li>• Pairing and Moving Together</li> <li>• Trust Your Driver</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Catching and Throwing</li> <li>• Building a Foundation</li> <li>• Social and Emotional Learning</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
0.4.5.1 Move safely in personal space with minimal reminders.	<ul style="list-style-type: none"> <li>Building a Foundation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Orientation and Personal Space</li> <li>Changing Places</li> <li>Grouping and Moving Together</li> <li>Barnyard Animals</li> <li>Rock, Paper, Scissors Fan Club</li> </ul>	<ul style="list-style-type: none"> <li>Building a Foundation</li> <li>Parachute</li> <li>Building a Foundation</li> <li>Positive Learning Environment</li> <li>Icebreakers</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</b>			
Recognize that physical activity is important for good health.	Sample debrief question: <i>Is being physically active good for your health?</i>	<ul style="list-style-type: none"> <li>Fitness Introduction</li> <li>Fitness Introduction (SPARK It Up!)</li> </ul>	<ul style="list-style-type: none"> <li>Building a Foundation</li> <li>Building a Foundation</li> </ul>
0.5.2.1 Recognize that some physical activities are challenging or difficult.	Sample debrief question: <i>Name some activities that were difficult when you first tried them.</i>	<ul style="list-style-type: none"> <li>Weight Transfers and Rolls</li> <li>Partner Throw and Catch Challenges</li> <li>Soccer Golf</li> </ul>	<ul style="list-style-type: none"> <li>Balance, Stunts, and Tumbling</li> <li>Catching and Throwing</li> <li>Kicking and Trapping</li> </ul>
0.5.3.1 Express enjoyment when being physically active individually and with others.	Sample debrief question: <i>What are some of your favorite physical</i>	<ul style="list-style-type: none"> <li>Integrating PE at Home</li> <li>Fun with Friends</li> <li>Summer Fun</li> </ul>	<ul style="list-style-type: none"> <li>Sparkfamily.org K-2 Curriculum Resources</li> <li>Academic Integrations</li> </ul>

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<b>Standard</b>	<b>Suggested Assessments</b>	<b>Sample SPARK Activities</b>	<b>Corresponding SPARK Unit</b>
	<i>activities to do outside of school?</i> <i>Why is it fun to play with friends?</i>		<ul style="list-style-type: none"><li>• Sparkfamily.org K-2 Curriculum Resources Home Play Activities</li></ul>

### 1<sup>st</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate competency in a variety of motor skills and movement patterns.</b>			
1.1.1.1 Hop, gallop, and slide using a maturing pattern.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Pathways and Creative Moves</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>
1.1.1.2 Jump and land in the horizontal plane demonstrating two of the five critical elements, while taking off and landing with two feet.	Jumping Rubric	<ul style="list-style-type: none"> <li>• Jumping and Landing</li> <li>• Jumping and Landing Patterns</li> <li>• Jumping for Distance</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Jumping</li> <li>• Jumping</li> </ul>
1.1.1.3 Jump and land in the vertical plan demonstrating two of the five critical elements, while taking off and landing with two feet.	Jumping Rubric	<ul style="list-style-type: none"> <li>• Jumping and Landing</li> <li>• Jumping and Landing Patterns</li> <li>• Jumping for Distance</li> <li>• Odd Hops and Even Jumps</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Jumping</li> <li>• Jumping</li> <li>• Limited Space Activities</li> </ul>
1.1.1.4 Combine locomotor and non-	Dance Rubric	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• Alley Cat</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Dance</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
locomotor skills in educational dance while maintaining balance.		<ul style="list-style-type: none"> <li>• Hawaiian Roller Coaster Ride</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>•</li> </ul>
1.1.2.1 Maintain balance on different bases of support with different body shapes.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Body Management and Balance</li> <li>• Animal Balancing Act</li> <li>• Static Balances</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>
1.1.2.2 Transfer weight from one body part to another in personal space (self-space).	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Weight Transfer and Rolls</li> <li>• Stunts Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
1.1.2.3 Roll forward or backward with a curled body shape. For example: rocker, egg roll.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Weight Transfer and Rolls</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> </ul>
1.1.2.4 Perform non- locomotor skills with the body in a variety of stationary positions. For example: different levels, shapes, sizes.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Twist and Turn/Bend and Stretch</li> <li>• Stunts Introduction</li> <li>• Movement Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Manipulatives</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Limited Space Activities</li> </ul>
1.1.3.1 Roll and throw underhand demonstrating two of the five critical elements of a maturing pattern.	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Throwing Underhand to Targets</li> <li>• Partner Throw and Catch</li> <li>• Bowling Dice</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Gopher Exclusive Unit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.1.3.2 Throw overhand with opposite foot forward.	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Overhand Throw for Distance</li> <li>• Clean Your Room</li> <li>• Knock It Off!</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Gopher Exclusive Unit</li> </ul>
1.1.3.4 Catch a self-tossed ball adjusting hands and arms to the location of the ball.	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Self-Toss and Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> </ul>
1.1.3.5 Dribble with preferred hand while remaining in personal space (self-space).	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Dribbling Introduction</li> <li>• Squirrels and Acorns</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
1.1.3.6 Dribble with inside of the foot while remaining in personal space (self-space).	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Dribbling “Soccer Style”</li> <li>• Control Dribble around Obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> </ul>
1.1.3.7 Pass with the feet to a stationary target, while maintaining balance.	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Kicking for Accuracy</li> <li>• Soccer Golf</li> <li>• Passing in Pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> </ul>
1.1.3.9 Kick a stationary ball demonstrating two of the five critical elements of a maturing pattern.	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Kicking for Accuracy</li> <li>• Soccer Golf</li> <li>• Passing in Pairs</li> <li>• Marbles</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Recess Activities</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>1.1.3.11 Volley individually using various body parts making multiple contacts, while maintaining balance.</p>	<p>Dribbling, Volleying, and Striking Rubric</p>	<ul style="list-style-type: none"> <li>• Volleying and Striking Introduction</li> <li>• Keep It Up</li> <li>• Sheep Dogs</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
<p>1.1.3.13 Strike using a short-handled implement, while maintaining balance.</p>	<p>Dribbling, Volleying, and Striking Rubric</p>	<ul style="list-style-type: none"> <li>• Striking with Paddles</li> <li>• Paddle Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
<p>1.1.3.16 Consecutively jump forward or backward using a self-turned rope.</p>	<p>Jumping Rubric</p>	<ul style="list-style-type: none"> <li>• Stationary Rope Jumping <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Individual Rope Jumping I</li> <li>• Individual Rope Jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> <li>• Jumping</li> </ul>
<p>1.1.3.17 Consecutively jump a long rope with teacher- assisted turning.</p>	<p>Jumping Rubric</p>	<ul style="list-style-type: none"> <li>• Long Rope Jumping I</li> <li>• Long Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</b>			
1.2.1.1 Travel at different levels differentiating between movement in personal space (self-space) and general space. For example: low, middle, high.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> </ul>
1.2.1.2 Travel in different relationships to others and objects. For example: over, under, through, around, behind.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Movement Concepts Using Hoops</li> <li>• Beanbag Exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Manipulatives</li> </ul>
1.2.1.3 Travel using strong and light forces.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• Pairs Combining Movement Concepts</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>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
1.3.1.1 Identify basic benefits of being physically active outside of physical education class, both indoors and outdoors.	Sample debrief question: <i>What are some benefits that you get from exercising?</i>	<ul style="list-style-type: none"> <li>• Fitness Introduction (SPARK It Up!)</li> <li>• Heart Health</li> <li>• Lifetime Wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Sparkfamily.org K-2 Curriculum Resources Home Play Activities</li> <li>• Sparkfamily.org K-2 Curriculum Resources Home Play Activities</li> </ul>
1.3.2.1 Actively participates in physical activities with minimal teacher prompting.	Games Performance Rubric	<ul style="list-style-type: none"> <li>• Oxygen Boogie</li> <li>• Chasing and Fleeing</li> <li>• The Good Ship SPARK</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Building a Foundation</li> <li>• ASAP</li> </ul>
1.3.3.1 Identify the heart as a muscle that grows stronger with exercise, play and physical activity.	Fitness Introduction “Wrap It Up” (Building a Foundation)	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Heart Health</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Sparkfamily.org K-2 Curriculum Resources Home Play Activities</li> </ul>
1.3.3.2 Describe the connection between muscles and one’s ability to move.	Fitness Introduction (Building a Foundation)	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Fitness Introduction (SPARK It Up!)</li> <li>• Parachute Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Parachute</li> </ul>
1.3.5.1 Differentiate between foods to eat often, foods to eat some of the time, and foods to eat in moderation.	Sugar and Fat Tag “Wrap It Up” (Games)	<ul style="list-style-type: none"> <li>• Sugar and Fat Tag</li> <li>• Nutrition</li> <li>• Healthy Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• SPARKhome: Home Play Activities</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			<ul style="list-style-type: none"> <li>• SPARKhome: Home Play Activities</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Exhibit responsible personal and social behavior that respects self and others.</b>			
1.4.1.1 Follow class rules and protocols related to self, space and equipment with minimal teacher prompting.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• Friendly Frenzy</li> <li>• Chasing Kindness</li> <li>• Train Tracks</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Positive Learning Environment</li> <li>• Social and Emotional Learning</li> <li>• Omnikin Activities</li> </ul>
1.4.2.1 Consistently use feedback from the teacher.	Specific Unit Rubric	<ul style="list-style-type: none"> <li>• Throwing Underhand to Targets</li> <li>• Stunts Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
1.4.3.1 Work respectfully with a partner while sharing equipment and space.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Rolling and Catching with a Partner</li> <li>• Pairing and Moving Together</li> <li>• Pairs Combining Movement Concepts</li> <li>• Partner Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Limited Space Activities</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1.4.5.1 Move safely in general space with minimal reminders.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• Stunts Introduction</li> <li>• Parachute Introduction</li> <li>• Supermarket Face-Off</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Parachute</li> <li>• Positive Learning Environment</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction</b>			
1.5.1.1 Identify physical activities that can enhance good health.	Sample debrief question: <i>What are some things you need to do to achieve good health?</i>	<ul style="list-style-type: none"> <li>• Fitness Introduction (SPARK It Up!)</li> <li>• Parachute Fitness</li> <li>• Family Health</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Parachute</li> <li>• Sparkfamily.org K-2 Curriculum Resources Home Play Activities</li> </ul>
1.5.2.1 Recognize that learning something new can be challenging, but practice and effort can lead to success.	Sample debrief question: <i>How do you feel when you complete a challenging physical activity?</i>	<ul style="list-style-type: none"> <li>• Scarf Juggling Lead-up</li> <li>• Partner Throw and Catch Challenges</li> <li>• Houdini Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Catching and Throwing</li> <li>• Games</li> </ul>

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<b>Standard</b>	<b>Suggested Assessments</b>	<b>Sample SPARK Activities</b>	<b>Corresponding SPARK Unit</b>
1.5.3.1 Identify physical activities that can be played alone and with others that are personally enjoyable.	Sample debrief question: <i>What are some of your favorite physical activities to do outside of school?</i> <i>Why is it fun to play with friends?</i>	<ul style="list-style-type: none"><li>• Integrating PE at Home</li><li>• Fun with Friends</li><li>• Summer Fun</li></ul>	<ul style="list-style-type: none"><li>• Sparkfamily.org K-2 Curriculum Resources Academic Integrations</li><li>• Sparkfamily.org K-2 Curriculum Resources Home Play Activities</li></ul>

## 2<sup>nd</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate competency in a variety of motor skills and movement patterns.</b>			
2.1.1.1 Skip and run using a maturing pattern.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Pathways and Creative Moves</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>
2.1.1.2 Jump and land in the horizontal plane demonstrating four of the five critical elements, while taking off and landing with two feet.	Jumping Rubric	<ul style="list-style-type: none"> <li>• Jumping and Landing</li> <li>• Jumping and Landing Patterns</li> <li>• Jumping for Distance</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Jumping</li> <li>• Jumping</li> </ul>
2.1.1.3 Jump and land in the vertical plane demonstrating four of the five critical elements while taking off and landing on two feet.	Jumping Rubric	<ul style="list-style-type: none"> <li>• Jumping and Landing</li> <li>• Jumping and Landing Patterns</li> <li>• Jumping for Distance</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Jumping</li> <li>• Jumping</li> </ul>
2.1.1.4 Combine locomotor and non-locomotor skills in educational dance with correct response to simple rhythms.	Dance Rubric	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• Alley Cat</li> <li>• Hawaiian Roller Coaster Ride</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Dance</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
2.1.2.1 Maintain balance on different bases of support, combining levels and shapes.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Body Management and Balance</li> <li>• Animal Balancing Act</li> <li>• Static Balances</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>
2.1.2.2 Transfer weight from feet to different body parts or bases of support for balance or travel.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Weight Transfer and Rolls</li> <li>• Stunts Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
2.1.2.3 Roll in different directions with either a narrow or curled body shape.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Weight Transfer and Rolls</li> <li>• Stunts Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
2.1.2.4 Perform non- locomotor skills with the body in a variety of stationary positions, while maintaining balance.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Body Management and Balance</li> <li>• Basic Body Positions</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
2.1.2.5 Combine balances, non-locomotor skills and locomotor skills to perform a three- part educational dance and an educational gymnastics sequence.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Stunts Add-On</li> <li>• Showtime</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
2.1.3.1 Roll and throw underhand using a maturing pattern.	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Throwing Underhand to Targets</li> <li>• Partner Throw and Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Partner Throw and Catch Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> </ul>
<p>2.1.3.2 Throw overhand with side facing target and opposite foot forward.</p>	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Overhand Throw for Distance</li> <li>• Clean Your Room</li> <li>• Corn Toss</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Recess Activities</li> </ul>
<p>2.1.3.4 Catch a self-tossed hand-sized ball demonstrating two of the four critical elements of a maturing pattern.</p>	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Self-Toss and Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> </ul>
<p>2.1.3.5 Dribble with preferred hand while remaining in personal space (self-space), demonstrating a maturing pattern.</p>	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Dribbling Introduction</li> <li>• Squirrels and Acorns</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
<p>2.1.3.6 Dribble with the feet while traveling through general space.</p>	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Dribbling “Soccer Style”</li> <li>• Control Dribble around Obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> </ul>
<p>2.1.3.7 Receive a partner- pass with the feet, while maintaining control of the object and the body.</p>	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Kicking for Distance</li> <li>• Soccer Golf</li> <li>• Triangle Passing and 3-Player Kick and Score</li> </ul> <p><i>*See SPARK Inclusive for</i></p>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Recess Activities</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<i>modifications to this lesson</i> <ul style="list-style-type: none"> <li>• Kickback</li> </ul>	
2.1.3.9 Kick a stationary ball demonstrating three of the five critical elements of a maturing pattern.	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Kicking for Distance</li> <li>• Soccer Golf</li> <li>• Kickback</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Recess Activities</li> </ul>
2.1.3.11 Volley with a partner using hands only while maintaining balance.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Volleying and Striking Introduction</li> <li>• Keep It Up</li> <li>• Sheep Dogs</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
2.1.3.13 Strike using a short-handled implement, while controlling direction.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Striking with Paddles</li> <li>• Paddle Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
2.1.3.14 Strike using a long- handled implement while controlling direction.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Batter Up!</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> </ul>
2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, using a self-turned rope.	Jumping Rubric	<ul style="list-style-type: none"> <li>• Individual Rope Jumping I</li> <li>• Individual Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> </ul>
2.1.3.17 Enter a long rope with teacher-assisted turning.	Jumping Rubric	<ul style="list-style-type: none"> <li>• Long Rope Jumping I</li> <li>• Long Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</b>			
<p>2.2.1.1 Travel in different directions differentiating between movement in personal space (self-space) and general space. For example: up, down, forward, backward, right, left.</p>	<ul style="list-style-type: none"> <li>• Building a Foundation Rubric</li> <li>• Dance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• Create a Dance</li> <li>• Alley Cat</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Dance</li> <li>• ASAP</li> </ul>
<p>2.2.1.2 Manipulate and control equipment in different relationships to others and objects. For example: over, under, through, around, behind</p>	<p>Building a Foundation Rubric</p>	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Stunts Add-On</li> <li>• Create a Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Dance</li> </ul>
<p>2.2.1.3 Travel using varying speeds and forces with gradual increases and decreases in both speed and force.</p>	<p>Building a Foundation Rubric</p>	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• Pairs Combining Movement Concepts</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>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
2.3.1.1 Identify physical activity recommendations and recognize indoor and outdoor physical activities that could be used to meet these recommendations outside of physical education class.	Sample debrief question: <i>What are some of your favorite physical activities to do outside of school?</i>	<ul style="list-style-type: none"> <li>• Hopscotch (and Home Play)</li> <li>• Rock, Papers, Scissor Tag (and Home Play)</li> <li>• Lifetime Wellness</li> <li>• Integrating PE at Home</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> <li>• Recess Activities</li> <li>• Sparkfamily.org K-2 Curriculum Resources Home Play Activities</li> <li>• Sparkfamily.org K-2 Curriculum Resources</li> <li>• Academic Integrations</li> </ul>
2.3.2.1 Actively participates in physical activities without teacher prompting.	Games Rubric	<ul style="list-style-type: none"> <li>• Oxygen Boogie</li> <li>• Chasing and Fleeing</li> <li>• The Good Ship SPARK</li> <li>• Crazy Cones  <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Building a Foundation</li> <li>• ASAP</li> <li>• Games</li> </ul>
2.3.3.1 Describe what it feels like to work one's heart.	Fitness Introduction "Wrap It Up" (Building a Foundation)	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Heart Health</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Sparkfamily.org K-2 Curriculum Resources Home Play Activities</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
3.3.3.2 Define the concepts of muscular endurance, muscular strength, and flexibility, and provide examples of physical activities that enhance these components.	Fitness Introduction (Building a Foundation)	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Fitness Introduction (SPARK It Up!)</li> <li>• Parachute Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Parachute</li> <li>•</li> </ul>
2.3.5.1 Recognize the relationship between nutrition and physical activity.	Sugar and Fat Tag “Wrap It Up” (Games)	<ul style="list-style-type: none"> <li>• Sugar and Fat Tag</li> <li>• Nutrition</li> <li>• Healthy Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• SPARKhome: Home Play Activities</li> <li>• SPARKhome: Home Play Activities</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Exhibit responsible personal and social behavior that respects self and others.</b>			
2.4.1.1 Follow class rules and protocols related to self, space and equipment.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• Stunts Introduction</li> <li>• Parachute Introduction</li> <li>• Protector</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Parachute</li> <li>• Positive Learning Environment</li> </ul>
2.4.2.1 Accept corrective feedback from the teacher.	Specific Unit Rubric	<ul style="list-style-type: none"> <li>• Stunts Circuit</li> <li>• Catching and Throwing Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Jumping and Landing Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Jumping</li> </ul>
2.4.3.1 Work respectfully in small or large group activities while sharing equipment and space.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Pairs Combining Movement Concepts</li> <li>• Grouping and Moving Together</li> <li>• Partner Throw and Catch</li> <li>• Kickball Roundup</li> <li>• Hall Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Catching and Throwing</li> <li>• Positive Learning Environment</li> <li>• Omnikin Activities</li> </ul>
2.4.5.1 Move safely using equipment in personal space with minimal reminders.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• Stunts Introduction</li> <li>• Parachute Introduction</li> <li>• Team Hula</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Parachute</li> <li>• Social and Emotional Learning</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</b>			
2.5.1.1 Identify the overall benefits of participation in physical activity. For	Sugar and Fat Tag “Wrap It Up” (Games)	<ul style="list-style-type: none"> <li>• Sugar and Fat Tag</li> <li>• Balancing Health</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
example: mental-emotional health, physical health, social health, cognitive health.		<ul style="list-style-type: none"> <li>• Emotion Regulation</li> <li>• Emotion Roller Coaster</li> </ul>	<ul style="list-style-type: none"> <li>• Sparkfamily.org K-2 Curriculum Resources Home Play Activities</li> <li>• Mindfulness</li> <li>• Social and Emotional Learning</li> </ul>
2.5.2.1 List physical activities that bring confidence and challenge.	Sample debrief question: <i>Name some challenging physical activities that build your confidence.</i>	<ul style="list-style-type: none"> <li>• Scarf Juggling Lead-up</li> <li>• Partner Throw and Catch Challenges</li> <li>• Houdini Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Catching and Throwing</li> <li>• Games</li> </ul>
2.5.3.1 Describe positive feelings associated with participation in physical activities that are done alone and with others.	Sample debrief question: <i>Name some physical activities that allow you to express yourself.</i>	<ul style="list-style-type: none"> <li>• Create a Dance</li> <li>• Showtime</li> <li>• Showtime</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Manipulatives</li> </ul>

## SPARK Alignment with Minnesota Physical Education Standards

*\*See SPARK Inclusive Guidebook for Unit by Unit Inclusive Strategies*

(3-6 Version 2023 Edition)

3<sup>rd</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate competency in a variety of motor skills and movement patterns.</b>			
3.1.1.1 Leap using a maturing pattern.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Perimeter Move</li> <li>• Stunts and Tumbling Circuit</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
3.1.1.2 Jump and land in the horizontal plane using a maturing pattern, while taking off and landing on two feet.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Look, Learn, and Leave</li> <li>• Stunts and Tumbling Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
3.1.1.3 Jump and land in the vertical plane using a maturing pattern, while taking off and landing with two feet.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Look, Learn, and Leave</li> <li>• Stunts and Tumbling Circuit</li> <li>• Odd Hops and Even Jumps</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Limited Space</li> </ul>
3.1.1.4 Combine and sequence locomotor and non-locomotor skills in	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Louisiana Saturday Night</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Stunts and Tumbling</li> <li>• Jump Rope</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
educational dance transitioning from one skill to another smoothly without hesitation.		<ul style="list-style-type: none"> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> <li>• Aerobic Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> </ul>
3.1.2.1 Maintain balance on different bases of support, combining levels and shapes with a partner or using an object.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Look, Learn, and Leave</li> <li>• Stunts and Tumbling Circuit</li> <li>• Stunt Stories and Tumbling Tales</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
3.1.2.2 Transfer weight from feet to hands then to different body parts and bases of support for balance and travel.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Look, Learn, and Leave</li> <li>• Stunts and Tumbling Circuit</li> <li>• Stunt Stories and Tumbling Tales</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
3.1.2.3 Move into and out of a roll while maintaining balance and body control.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Those Tricky Transitions</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
3.1.2.4 Perform non- locomotor skills as the body moves into and out of balances.	Create a Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• Aerobic Dance</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Group Fitness</li> <li>• Movement Bands</li> </ul>
3.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions,	Create a Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• Aerobic Dance</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Group Fitness</li> <li>• Movement Bands</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
pathways, force, time, and flow) to perform an educational dance and educational gymnastics sequence.			
3.1.3.1 Roll and throw underhand using a maturing pattern to a stationary partner or target.	Softball Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Pitch and Catch</li> <li>• Bop, Roll, and Ring</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Gopher Exclusive Unit</li> </ul>
3.1.3.2 Throw overhand within a task that requires force for distance, demonstrating three of the five critical elements.	Softball Performance Rubric	<ul style="list-style-type: none"> <li>• Out at Home!</li> <li>• Corner to Corner Give and Go</li> <li>• Beat the Ball</li> <li>• <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Softball</li> </ul>
3.1.3.3 Throw overhand with accuracy to a stationary target.	Softball Performance Rubric	<ul style="list-style-type: none"> <li>• Out at Home!</li> <li>• Corner to Corner Give and Go</li> <li>• Beat the Ball</li> <li>• <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Stop the Grinch!</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Softball</li> <li>• Holiday Unit</li> </ul>
3.1.3.4 Catch a gently tossed hand-sized ball from a partner, demonstrating three	Softball Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Beat the Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> </ul>



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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
of the four critical elements of a maturing pattern.		<i>*See SPARK Inclusive for modifications to this lesson</i>	
3.1.3.5 Dribble with preferred hand, traveling through general space.	Basketball Performance Rubric	<ul style="list-style-type: none"> <li>• Dribbling Drills</li> <li>• Add ‘Em Up</li> <li>• Around the Court</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> </ul>
3.1.3.6 Dribble with the feet while traveling through general space with control of ball and body.	Soccer Performance Rubric	<ul style="list-style-type: none"> <li>• Dribbling Drills</li> <li>• Soccer Hoopla</li> <li>• Rainforest</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> <li>• Soccer</li> </ul>
3.1.3.7 Pass and receive a ball with the feet, “giving” on reception before returning the pass.	Soccer Performance Rubric	<ul style="list-style-type: none"> <li>• Passing Drills</li> <li>• Trap, Pass, and Follow</li> <li>• Corner to Corner Give and Go</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> <li>• Soccer</li> </ul>
3.1.3.9 Kick a stationary ball demonstrating a maturing pattern.	Soccer Performance Rubric	<ul style="list-style-type: none"> <li>• Shooting Drills</li> <li>• Passing Drills</li> <li>• All-Run Kickball</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> <li>• Positive Learning Environment</li> </ul>
3.1.3.10 Punt while maintaining balance.	Football Performance Rubric	<ul style="list-style-type: none"> <li>• Punting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</b>			
3.1.3.11 Volley underhand with a partner, using hands only, making multiple contacts while maintaining balance	Volleyball Performance Rubric	<ul style="list-style-type: none"> <li>• Bumping Buddies</li> <li>• Forearm 21</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> </ul>
3.1.3.12 Volley using a two- hand overhead pattern with a partner making multiple contacts while maintaining balance.	Volleyball Performance Rubric	<ul style="list-style-type: none"> <li>• Setting Pairs</li> <li>• Volleyball Stations</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> </ul>
3.1.3.13 Strike using a short-handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> <li>• Paddle 2-Square</li> <li>• Stroke and Catch</li> <li>• Paddle Call Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>
3.1.3.14 Strike using a long- handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	<ul style="list-style-type: none"> <li>• Racquets and Paddles Performance Rubric</li> <li>• Softball Performance Rubric</li> <li>• Hockey Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Badminton</li> <li>• Batting Practice</li> <li>• Whack-O</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Softball</li> <li>• Softball</li> <li>• Hockey</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
3.1.3.16 Perform a variety of jump rope skills with a short rope.	Jump Rope Performance Rubric	<ul style="list-style-type: none"> <li>• Mirror, Mirror</li> <li>• Jump Rope Add-On</li> <li>• Jump the Circuit (Individual Tricks)</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Jump Rope</li> <li>• Jump Rope</li> </ul>
3.1.3.17 Exit a long rope with teacher- assisted turning.	Jump Rope Performance Rubric	<ul style="list-style-type: none"> <li>• Group Jump Rope Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
3.2.1.1 Travel in different directions, pathways, levels and extensions in personal space (self-space) and general space. For example: large, small, near, far.	Chasing and Fleeing Performance Rubric	<ul style="list-style-type: none"> <li>• Basic Tag</li> <li>• Toe Tag</li> <li>• Hospital Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Chasing and Fleeing</li> <li>• Chasing and Fleeing</li> <li>• Chasing and Fleeing</li> </ul>
3.2.1.2 Travel within different relationships with others while manipulating and controlling equipment. For example: alone, partners, groups, leading, following,	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• VIP Tag <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Aerobic Bowling <i>*See SPARK Inclusive for</i></li> </ul>	<ul style="list-style-type: none"> <li>• Chasing and Fleeing</li> <li>• Aerobic Games</li> <li>• Football</li> <li>• Basketball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<p><i>modifications to this lesson</i></p> <ul style="list-style-type: none"> <li>• Air It Out</li> <li>• 3-Catch Basketball</li> </ul> <p><i>*See SPARK Inclusive for modifications to this lesson</i></p>	
<p>3.2.1.3 Apply the effort awareness concepts of speed and force in educational games and educational dance or educational gymnastics.</p>	<p>Specific Unit Performance Rubrics</p>	<ul style="list-style-type: none"> <li>• Sports Moves</li> <li>• Aerobics</li> <li>• Create a Routine</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Stunts and Tumbling</li> <li>• Group Fitness</li> </ul>
<p>3.2.1.4 Identify offensive and defensive tactics used in chasing and fleeing games.</p>	<p>Chasing and Fleeing Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Basic Tag</li> <li>• Hospital Tag</li> <li>• VIP Tag</li> </ul> <p><i>*See SPARK Inclusive for modifications to this lesson</i></p>	<ul style="list-style-type: none"> <li>• Chasing and Fleeing</li> <li>• Chasing and Fleeing</li> <li>• Chasing and Fleeing</li> </ul>
<p>3.2.1.5 Identify offensive and defensive tactics used in net and wall games.</p>	<p>Specific Unit Performance Rubrics</p>	<ul style="list-style-type: none"> <li>• Paddle 2-Square</li> <li>• Mini-Volleyball</li> <li>• Paddle Wall Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Volleyball</li> <li>• Racquets and Paddles</li> </ul>
<p>3.2.1.6 Identify distance and direction tactics used in target games.</p>	<p>Specific Unit Performance Rubrics</p>	<ul style="list-style-type: none"> <li>• Flying Disc Golf</li> <li>• Mini-Hockey</li> <li>• SPARK Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Hockey</li> <li>• Softball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
<p>3.3.1.1 Identify personal participation in physical activity outside of physical education class and compare it to the physical activity recommendations.</p>	<ul style="list-style-type: none"> <li>• Walk/Jog/Run Performance Rubric</li> <li>• Map Challenges Mileage Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Moving for Time</li> <li>• Figure 8 Walk/Jog</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Map Challenges</li> <li>• Walk, Jog, Run Activities</li> </ul>
<p>3.3.2.1 Actively participates in practice tasks with minimal teacher prompting.</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>
<p>3.3.3.1 Define cardiorespiratory fitness and provide examples of physical activities that enhance cardiorespiratory fitness.</p>	<p>Unit Test Fitness Circuits</p>	<ul style="list-style-type: none"> <li>• Solo Aerobic Fitness</li> <li>• Aerobic Capacity Circuit</li> <li>• Hearty Hoopla</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• Aerobic Games</li> </ul>
<p>3.3.3.2 Define the concepts of muscular endurance, muscular strength, and flexibility, and provide examples of physical activities that enhance these components.</p>	<p>Unit Test Fitness Challenges</p>	<ul style="list-style-type: none"> <li>• Partner Muscular Strength and Endurance</li> <li>• Fun and Flexibility with a Friend</li> <li>• Muscular Strength and Endurance Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• SPARKfamily.org: SPARKfit Programs</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• SPARKfit Mini Lessons, Fitness Fact Sheets:               <ul style="list-style-type: none"> <li>○ Muscular Strength &amp; Endurance</li> <li>○ Aerobic Endurance</li> <li>○ Flexibility</li> </ul> </li> </ul>	
<p>3.3.4.1 Define the health- related fitness components, and match them to the fitness assessment tool being used.</p>	<ul style="list-style-type: none"> <li>• Sample debrief question: <i>What are the five components of health-related fitness? Can you give an example of each?</i></li> </ul> <p>Fitness Circuits Think About...</p>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Muscular Strength and Endurance Circuit</li> <li>• Fun and Flexibility with a Friend</li> <li>• Aerobic Capacity Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>
<p>3.3.5.1 Identify foods that are beneficial for before and after physical activity, and explain why these are good food choices.</p>	<p>Sample debrief question: <i>Name some foods that are helpful to eat before you exercise. After?</i></p>	<ul style="list-style-type: none"> <li>• Body Composition BINGO</li> <li>• Body Composition Circuit</li> <li>• SPARKfit Mini Lessons, Nutrition Fact Sheets:</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• SPARKfamily.org: SPARKfit Programs</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>○ Fueling Your Performance</li> <li>○ Energy Balance</li> </ul>	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Exhibit responsible personal and social behavior that respects self and others.</b>			
3.4.1.1 Work independently for extended periods of time while exhibiting personal responsibility related to self, space and equipment.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> <li>● Solo Aerobic Fitness</li> <li>● Moving Around the Track</li> <li>● Look, Learn, and Leave</li> </ul>	<ul style="list-style-type: none"> <li>● Fitness Challenges</li> <li>● Map Challenges</li> <li>● Stunts and Tumbling</li> </ul>
3.4.2.1 Accept and implement corrective feedback from the teacher	Specific Unit Performance Rubric	<ul style="list-style-type: none"> <li>● Basketball Skills Stations</li> <li>● Flying Disc Stations</li> <li>● Passing and Receiving Drills</li> </ul>	<ul style="list-style-type: none"> <li>● Basketball</li> <li>● Flying Disc</li> <li>● Football</li> </ul>
3.4.3.1 Work cooperatively and respectfully with classmates in small or large group activities.	Cooperatives Self-Check	<ul style="list-style-type: none"> <li>● Soccer Group Challenge</li> <li>● Group Jump Rope Challenge</li> </ul>	<ul style="list-style-type: none"> <li>● Soccer</li> <li>● Jump Rope</li> <li>● Fitness Challenges</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Survivor Challenge</li> <li>• Human Shapes</li> <li>• Problem-Solver Adventure Race</li> <li>• 6 Hoops Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Learning Environment</li> <li>• Social and Emotional Learning</li> <li>• Omnikin Activities</li> </ul>
<p>3.4.4.1 Identify the role of rules and etiquette used in a variety of physical activities.</p>	<p>Sample debrief question: <i>Why do we have rules when playing with others?</i></p>	<ul style="list-style-type: none"> <li>• Virginia Reel</li> <li>• Hot Time</li> <li>• Parachute Play (Small Group)</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Cooperatives</li> </ul>
<p>3.4.5.1 Move safely using equipment in general space with minimal reminders.</p>	<p>Cooperatives Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Orientation to SPARK PE</li> <li>• Establishing Basics</li> <li>• Cooperation and Trust</li> <li>• Boulder Runner</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Three Lessons</li> <li>• 1<sup>st</sup> Three Lessons</li> <li>• 1<sup>st</sup> Three Lessons</li> <li>• Omnikin Activities</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</b>			
<p>3.5.1.1 Recognize how the body and mind respond during and after physical activity participation.</p>	<p>Wellness Integration: Body Composition BINGO</p>	<ul style="list-style-type: none"> <li>• Body Composition BINGO</li> <li>• Mixed Fitness Circuit</li> <li>• Fitness Grab Bag</li> <li>• Introduction to Mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Mindfulness</li> </ul>
<p>3.5.2.1 Describe the challenge and personal enjoyment that comes from learning a new physical activity.</p>	<p>Sample debrief question: <i>Is it easy to learn a new skill or physical activity? How do you feel when you master the challenge?</i></p>	<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>
<p>3.5.3.1 Describe characteristics of physical activities that make them personally enjoyable</p>	<p>Sample debrief question: <i>Why do you enjoy certain physical activities?</i></p>	<ul style="list-style-type: none"> <li>• 5-Player Kickball</li> <li>• Beat the Ball <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• 3-Catch Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Softball</li> <li>• Basketball</li> </ul>

### 4<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate competency in a variety of motor skills and movement patterns.</b>			
4.1.1.1 Use various locomotor skills in educational games, educational dance, and educational gymnastics.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Cotton-Eyed Joe</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Stunts and Tumbling</li> <li>• Soccer</li> </ul>
4.1.1.2 Jump and land in the horizontal plane using spring- and-step take-off and landing as used in educational games, educational dance, and educational gymnastics.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Look, Learn, and Leave</li> <li>• Stunts and Tumbling Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
4.1.1.3 Jump and land in the vertical plane using spring step take-off and landing as used in educational games, educational dance, and educational gymnastics.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Look, Learn, and Leave</li> <li>• Stunts and Tumbling Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
4.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation and with correct response to various rhythms.	Create a Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Create a Dance</li> <li>• Create a Routine</li> <li>• Cooperative Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Group Fitness</li> <li>• Social and Emotional Learning</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
4.1.2.1 Maintain balance on different bases of support combining levels and shapes on an apparatus. For example: balance beam, dome cones, stepping stones, mats, balance ball, aerobic step benches.	Group Fitness Performance Rubric	<ul style="list-style-type: none"> <li>• Bench Step Basics</li> <li>• Stability Ball Fun</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>
4.1.2.2 Transfer weight from feet to hands varying speed and using large extensions. For example: mule kick, handstand, cartwheel.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Look, Learn, and Leave</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
4.1.2.3 Perform rolling as part of an educational gymnastic sequence, with fluidity and balanced transition into and out of rolls.	Create a Routine Performance Rubric	<ul style="list-style-type: none"> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
4.1.2.4 Perform non- locomotor skills as the body moves into and out of balances on apparatus.	Group Fitness Performance Rubric	<ul style="list-style-type: none"> <li>• Bench Step Basics</li> <li>• Stability Ball Fun</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>
4.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and an educational gymnastic sequence with a partner.			
4.1.3.1 Roll and throw underhand with accuracy in practice tasks.	Softball Performance Rubric	<ul style="list-style-type: none"> <li>• Pitch and Catch</li> <li>• Bop, Roll and Ring</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Gopher Exclusive Unit</li> </ul>
4.1.3.2 Throw overhand within a task that requires force for distance, demonstrating four of the five critical elements of a maturing pattern, in closed environments.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Beat the Ball</li> <li>• Passing and Receiving Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Football</li> </ul>
4.1.3.3 Throw overhand with accuracy to a moving target.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> <li>• Air It Out</li> <li>• Grid Passing</li> <li>• Corner to Corner Give and Go</li> <li>• Alien Attack</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Basketball</li> <li>• Softball</li> <li>• Omnikin Activities</li> </ul>
4.1.3.4 Catch a thrown ball, above the head, at chest or waist level and below the waist, in practice tasks.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Beat the Ball</li> <li>• Passing and Receiving Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Football</li> </ul>
4.1.3.5 Dribble with both the preferred and non-preferred hand while traveling through general space, increasing and decreasing speed in practice tasks.	Basketball Performance Rubric	<ul style="list-style-type: none"> <li>• Dribbling Drills</li> <li>• Add 'Em Up</li> <li>• Basketball Skills Stations</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> </ul>
4.1.3.6 Dribble with the feet while traveling	Soccer Performance Rubric	<ul style="list-style-type: none"> <li>• Dribbling Drills</li> <li>• Soccer Hoopla</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
through general space, increasing and decreasing speed in practice tasks.		<ul style="list-style-type: none"> <li>• Rainforest</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> </ul>
4.1.3.7 Pass and receive a ball with the feet in practice tasks.	Soccer Performance Rubric	<ul style="list-style-type: none"> <li>• Trap, Pass, and Follow</li> <li>• Corner to Corner Give and Go</li> <li>• 5-Player Kick and Dribble</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> <li>• Soccer</li> </ul>
4.1.3.8 Dribble with hands or feet in combination with other skills, while controlling the ball and the body in practice tasks. For example: passing, receiving, shooting.	<ul style="list-style-type: none"> <li>• Soccer Performance Rubric</li> <li>• Basketball Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Soccer</li> <li>• Mini-Basketball</li> <li>• 5-Player Kick and Dribble</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Basketball</li> <li>• Soccer</li> </ul>
4.1.3.9 Kick a moving ball along the ground and in the air demonstrating in practice tasks.	Soccer Performance Rubric	<ul style="list-style-type: none"> <li>• Soccer Golf</li> <li>• 3 Flies Up</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Recess Activities</li> </ul>
4.1.3.10 Punt contacting the ball with shoelaces or top of the foot.	Football Performance Rubric	<ul style="list-style-type: none"> <li>• Punting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> </ul>
4.1.3.11 Volley underhand in practice tasks.	Volleyball Performance Rubric	<ul style="list-style-type: none"> <li>• Bumping Buddies</li> <li>• Forearm 21</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> </ul>
4.1.3.12 Volley using a two- hand overhead pattern in practice tasks.	Volleyball Performance Rubric	<ul style="list-style-type: none"> <li>• Setting Pairs</li> <li>• Volleyball Stations</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
4.1.3.13 Strike using a short-handled implement in practice tasks.	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> <li>• Paddle 2-Square</li> <li>• Stroke and Catch</li> <li>• Paddle Call Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>
4.1.3.14 Strike using a long- handled implement in practice tasks.	<ul style="list-style-type: none"> <li>• Racquets and Paddles Performance Rubric</li> <li>• Softball Performance Rubric</li> <li>• Hockey Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Badminton</li> <li>• Batting Practice</li> <li>• Whack-O</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Softball</li> <li>• Softball</li> <li>• Hockey</li> </ul>
4.1.3.15 Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in practice tasks.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• 5-Player Shoot and Dribble</li> <li>• 5-Player Throw/Hit and Run</li> <li>• 5-Player Kick and Dribble</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Softball</li> <li>• Soccer</li> </ul>
4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	Create a Routine Performance Rubric	<ul style="list-style-type: none"> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> </ul>
4.1.3.17 Enter, jump continuously, and exit a long rope with teacher- assisted turning.	Jump Rope Performance Rubric	<ul style="list-style-type: none"> <li>• Group Jump Rope Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</b>			
4.2.1.1 Apply the space awareness concepts of directions, pathways, levels and extensions in practice tasks and educational dance or educational gymnastics.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Cotton-Eyed Joe</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
4.2.1.2 Apply the relationship awareness concepts in practice tasks and educational dance or educational gymnastics.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Cotton-Eyed Joe</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
4.2.1.3 Travel using varying degrees of flow. For example: bound, free.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• Create a Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Dance</li> </ul>
4.2.1.4 Apply offensive and defensive tactics in chasing and fleeing practice tasks.	Chasing and Fleeing Performance Rubric	<ul style="list-style-type: none"> <li>• Basic Tag</li> <li>• Hospital Tag</li> <li>• VIP Tag</li> </ul> <p style="margin-left: 20px;"><i>*See SPARK Inclusive for modifications to this lesson</i></p>	<ul style="list-style-type: none"> <li>• Chasing and Fleeing</li> <li>• Chasing and Fleeing</li> <li>• Chasing and Fleeing</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
4.2.1.5 Apply offensive and defensive tactics in net and wall game practice tasks.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Paddle 2-Square</li> <li>• Mini-Volleyball</li> <li>• Paddle Wall Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Volleyball</li> <li>• Racquets and Paddles</li> </ul>
4.2.1.6 Apply distance and direction tactics in target game practice tasks.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Flying Disc Golf</li> <li>• Mini-Hockey</li> <li>• SPARK Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Hockey</li> <li>• Softball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
4.3.1.1 Chart and analyze personal participation in physical activity outside of physical education class, and compare it to the physical activity recommendations.	<ul style="list-style-type: none"> <li>• Walk/Jog/Run Performance Rubric</li> <li>• Map Challenges Mileage Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Balance Your Fitness</li> <li>• Fitness Lab Student Portfolio               <ul style="list-style-type: none"> <li>○ Wellness Journal</li> <li>○ Pedometer Tracking Log</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfamily.org 3-6 Curriculum Resources Home Plays</li> <li>• SPARKfit</li> </ul>
4.3.2.1 Actively participates in practice tasks without teacher prompting.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> <li>• Solo Aerobic Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> </ul>
4.3.3.1 Identify the components of the F.I.T.T. principle for cardiorespiratory fitness.	Sample debrief question:	<ul style="list-style-type: none"> <li>• Solo Aerobic Fitness Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• Group Fitness</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance?</i></p>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Aerobic Dance</li> <li>• SPARKfit Programs</li> <li>Mini Lessons:</li> <li>Fitness Fact Sheets:               <ul style="list-style-type: none"> <li>○ FITT Principle</li> <li>○ Aerobic Endurance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> </ul>
<p>4.3.3.2 Identify the components of the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility.</p>	<p>Sample debrief question: <i>Describe the principles of training (F.I.T.T.) How would you apply them to muscular strength? Muscular endurance? Flexibility? Body composition?</i></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>• SPARKfit Programs</li> <li>Mini Lessons:</li> <li>Fitness Fact Sheets:               <ul style="list-style-type: none"> <li>○ FITT Principle</li> <li>○ Frequency &amp; Intensity</li> <li>○ Time &amp; Type</li> <li>○ Muscular Strength &amp; Endurance</li> <li>○ Flexibility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• SPARKfit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>○ Body Composition</li> </ul>	
<p>4.3.4.1 Describe pre- and post-fitness assessment results, making connections to the health-related fitness components and the recommendations for good health.</p>	<ul style="list-style-type: none"> <li>● Personal Best Day: My Personal Best Progress and Goals Card</li> <li>● Fitness Circuits Think About... SPARKfit Assessment Tools</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Best Day</li> <li>● Pedometer Activity</li> <li>● Mixed Fitness Circuit</li> <li>● Student Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Best Day</li> <li>● Map Challenges</li> <li>● Fitness Circuits</li> <li>● Sparkfamily.org 3-6 PE</li> <li>● SPARKfit Programs</li> </ul>
<p>4.3.5.1 Explain the importance of hydration and hydration choices relative to physical activity participation.</p>	<p>Sample debrief question: <i>Why is it important to stay hydrated when you are performing physical activities? What is the best drink to choose?</i></p>	<ul style="list-style-type: none"> <li>● Aerobic Capacity Circuit</li> <li>● Moving for Time</li> <li>● Figure 8 Walk/Jog</li> </ul>	<ul style="list-style-type: none"> <li>● Fitness Circuits</li> <li>● Map Challenges</li> <li>● Walk, Jog, Run Activities</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Exhibit responsible personal and social behavior that respects self and others.</b>			
<p>4.4.1.1 Reflect on personal behaviors in</p>	Cooperatives Self-Check	<ul style="list-style-type: none"> <li>● Group Jump Rope Challenge</li> <li>● Group Juggling</li> </ul>	<ul style="list-style-type: none"> <li>● Jump Rope</li> <li>● Cooperatives</li> <li>● Cooperatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
physical activity and identify impact on self and others.		<p><i>*See SPARK Inclusive for modifications to this lesson</i></p> <ul style="list-style-type: none"> <li>• Stepping Stones</li> <li>• Protector</li> <li>• Self-Control on the Road</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Learning Environment</li> <li>• Social and Emotional Learning</li> </ul>
4.4.2.1 Give and receive feedback respectfully to and from peers.	Cooperatives Self-Check	<ul style="list-style-type: none"> <li>• Basketball Skills Stations</li> <li>• Flying Disc Stations</li> <li>• Passing and Receiving Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flying Disc</li> <li>• Football</li> </ul>
4.4.3.1 Reflect on personal behaviors within group physical activities and identify the impact on others.	Cooperatives Performance Rubric	<ul style="list-style-type: none"> <li>• Group Basketball Hunt</li> <li>• Flying Disc Group Challenge</li> <li>• Hockey Group Challenge</li> <li>• Encouragement Club</li> <li>• Passengers</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flying Disc</li> <li>• Hockey</li> <li>• Social and Emotional Learning</li> <li>• Positive Learning Environment</li> </ul>
4.4.4.1 Follow rules and etiquette in practice tasks, educational dance, and educational gymnastics.	Sample debrief question: <i>Why do we have rules when playing with others?</i>	<ul style="list-style-type: none"> <li>• Virginia Reel</li> <li>• Hot Time</li> <li>• Parachute Play (Small Group)</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Cooperatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
4.4.5.1 Move safely in practice tasks, educational dance, and educational gymnastics.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Switcheroo</li> <li>• Stunt Hunt</li> <li>• Under Pressure</li> <li>• Mini-Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Football</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</b>			
4.5.1.1 Recognize the relationship between participation in physical activity and its impact on mental-emotional health, physical health, social health, and cognitive health.	Wellness Integration: Body Composition BINGO	<ul style="list-style-type: none"> <li>• Body Composition BINGO</li> <li>• Mixed Fitness Circuit</li> <li>• Fitness Grab Bag</li> <li>• Mindful Walking</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Mindfulness</li> </ul>
4.5.2.1 Rate various physical activities according to personal levels of challenge.	Sample debrief question: <i>Is it enjoyable to participate in challenging activities?</i> <i>How do you feel when you master the challenge?</i>	<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>
4.5.3.1 Describe and provide examples of how participation in personally	Sample debrief question:	<ul style="list-style-type: none"> <li>• Group Juggling</li> <li>• Stepping Stones</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>

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<b>Standard</b>	<b>Suggested Assessments</b>	<b>Sample SPARK Activities</b>	<b>Corresponding SPARK Unit</b>
enjoyable physical activities allows for self-expression and social interaction.	<i>What positive interactions did you have with your group mates in the activity?</i>	<ul style="list-style-type: none"><li>• Parachute Play (Small Group)</li><li>• Skills Showcase</li></ul>	<ul style="list-style-type: none"><li>• Social and Emotional Learning</li></ul>

### 5<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate competency in a variety of motor skills and movement patterns.</b>			
5.1.1.1 Combine locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Cotton-Eyed Joe</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Stunts and Tumbling</li> <li>• Soccer</li> </ul>
5.1.1.2 Combine jumping and landing in the horizontal plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Look, Learn, and Leave</li> <li>• Stunts and Tumbling Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
5.1.1.3 Combine jumping and landing in the vertical plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Look, Learn, and Leave</li> <li>• Stunts and Tumbling Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
5.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation, while maintaining rhythm in culturally relevant and creative dances.	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Alunelul</li> <li>• Cotton-Eyed Joe</li> <li>• Pata Pata</li> <li>• Cultural Diversity Through Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> <li>• Social and Emotional Learning</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
5.1.2.1 Combine balance and weight transfer in an educational dance and educational gymnastics sequence with a partner.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Those Tricky Transitions</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
5.1.2.2 Combine balance and weight transfer in an educational dance and educational gymnastics sequence.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Those Tricky Transitions</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
5.1.2.3 Combine rolling with traveling and non-locomotor skills as part of an educational gymnastic sequence, with fluidity and balanced transition from one skill to the next.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Those Tricky Transitions</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
5.1.2.4 Perform non- locomotor skills as part of an educational game, educational dance, or educational gymnastics sequence.	Create a Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Create a Dance</li> <li>• Create a Routine</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Group Fitness</li> <li>• Stunts and Tumbling</li> </ul>
5.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance	Create a Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Create a Dance</li> <li>• Create a Routine</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Group Fitness</li> <li>• Stunts and Tumbling</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and an educational gymnastics sequence with a group.			
5.1.3.1 Roll and throw underhand in small-sided games.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Pitch and Catch</li> <li>• SPARK Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> </ul>
5.1.3.2 Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Passing Receiving Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Football</li> </ul>
5.1.3.3 Throw overhand with accuracy in small-sided games.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Corner to Corner Give and Go</li> <li>• 4-Zone Football</li> <li>• Quidditch</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Football</li> <li>• Aerobic Games</li> </ul>
5.1.3.4 Catch a thrown ball, above the head, at chest or waist level and below the waist, in small-sided games.	Softball Performance Rubric	<ul style="list-style-type: none"> <li>• 5-Player Throw/Hit and Run</li> <li>• All-Run Softball</li> <li>• Open Base</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Softball</li> </ul>
5.1.3.5 Dribble with the preferred or non-preferred hand in small-sided games.	Basketball Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Basketball Activity Challenge</li> <li>• Basketball Skills Station</li> <li>• Mini-Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> </ul>
5.1.3.6 Dribble with the feet in small-sided games.	Soccer Performance Rubric	<ul style="list-style-type: none"> <li>• Rainforest</li> <li>• Trap, Pass, and Follow</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> <li>• Soccer</li> </ul>



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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
5.1.3.7 Pass and receive a ball with the feet in small-sided games.	Soccer Performance Rubric	<ul style="list-style-type: none"> <li>• Mini-Soccer</li> <li>• Keep Away (3-on-1)</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> </ul>
5.1.3.8 Dribble with hands or feet in combination with other skills while controlling the ball and the body in small-sided games.	<ul style="list-style-type: none"> <li>• Basketball Performance Rubric</li> <li>• Soccer Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Basketball</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Soccer</li> </ul>
5.1.3.9 Kick a moving ball along the ground and in the air in small-sided games.	Soccer Performance Rubric	<ul style="list-style-type: none"> <li>• Mini-Soccer</li> <li>• 5-Player Kick and Dribble</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> </ul>
5.1.3.10 Punt contacting the ball with shoelaces or top of the foot, sending it forward in practice tasks.	Football Performance Rubric	<ul style="list-style-type: none"> <li>• Punting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> </ul>
5.1.3.11 Volley underhand in small-sided games.	Volleyball Performance Rubric	<ul style="list-style-type: none"> <li>• Bumping Buddies</li> <li>• Forearm 21</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> </ul>
5.1.3.12 Volley using a two- hand overhead pattern in small- sided games.	Volleyball Performance Rubric	<ul style="list-style-type: none"> <li>• Setting Pairs</li> <li>• Volleyball Stations</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> </ul>
5.1.3.13 Strike using a short-handled implement in small-sided games.	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> <li>• Paddle 2-Square</li> <li>• Stroke and Catch</li> <li>• Paddle Call Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>5.1.3.14 Strike using a long- handled implement in small-sided games.</p>	<ul style="list-style-type: none"> <li>• Racquets and Paddles Performance Rubric</li> <li>• Softball Performance Rubric</li> <li>• Hockey Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Badminton</li> <li>• Batting Practice</li> <li>• Whack-O</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Softball</li> <li>• Softball</li> <li>• Hockey</li> </ul>
<p>5.1.3.15 Combine traveling with the manipulative skills of dribbling, throwing, catching and striking with accuracy small- sided games.</p>	<p>Specific Unit Performance Rubrics</p>	<ul style="list-style-type: none"> <li>• 5-Player Shoot and Dribble</li> <li>• 5-Player Throw/Hit and Run</li> <li>• 5-Player Kick and Dribble</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Softball</li> <li>• Soccer</li> </ul>
<p>5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.</p>	<p>Create a Routine Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</b>			
5.2.1.1 Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games and educational dance or educational gymnastics.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Cotton-Eyed Joe</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
5.2.1.2 Apply the relationship awareness concepts in small- sided games and educational dance or educational gymnastics.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Cotton-Eyed Joe</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
5.2.1.3 Apply the effort awareness concepts of speed, force and flow in small-sided games and educational dance or educational gymnastics.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• Create a Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Dance</li> </ul>
5.2.1.4 Apply offensive and defensive tactics in small- sided invasion games.	Chasing and Fleeing Performance Rubric	<ul style="list-style-type: none"> <li>• Basic Tag</li> <li>• Capture the Flag</li> <li>• Raiders of the Ark</li> <li>• Hospital Tag</li> <li>• VIP Tag</li> </ul> <p style="margin-left: 20px;"><i>*See SPARK Inclusive for modifications to this lesson</i></p>	<ul style="list-style-type: none"> <li>• Chasing and Fleeing</li> <li>• Aerobic Games</li> <li>• Aerobic Games</li> <li>• Chasing and Fleeing</li> <li>• Chasing and Fleeing</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
5.2.1.5 Apply offensive and defensive tactics in small- sided net and wall games.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Paddle 2-Square</li> <li>• Mini-Volleyball</li> <li>• Paddle Wall Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Volleyball</li> <li>• Racquets and Paddles</li> </ul>
5.2.1.6 Apply distance and direction tactics in target games.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Flying Disc Golf</li> <li>• Mini-Hockey</li> <li>• SPARK Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Hockey</li> <li>• Softball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
5.3.1.1 Chart and analyze personal participation in physical activity outside of physical education class for health benefits.	<ul style="list-style-type: none"> <li>• Walk/Jog/Run Performance Rubric</li> </ul> Map Challenges Mileage Chart	<ul style="list-style-type: none"> <li>• Balance Your Fitness</li> <li>• Fitness Lab Student Portfolio               <ul style="list-style-type: none"> <li>○ Wellness Journal</li> <li>○ Pedometer Tracking Log</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfamily.org 3-6 Curriculum Resources Home Plays</li> <li>• SPARKfit</li> </ul>
5.3.2.1 Actively participates in small-sided games without teacher prompting.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> <li>• Solo Aerobic Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> </ul>
5.3.3.1 Apply the F.I.T.T. principle for cardiorespiratory fitness to personal	Sample debrief question:	<ul style="list-style-type: none"> <li>• Solo Aerobic Fitness Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• SPARKfit</li> <li>• Fitness Circuits</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>behaviors and identify the need for warm-up and cool down when participating in these types of activities.</p>	<p><i>Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance?</i></p>	<ul style="list-style-type: none"> <li>• SPARKfit Programs</li> <li>Mini Lessons:</li> <li>Fitness Fact Sheets:               <ul style="list-style-type: none"> <li>○ FITT Principle</li> <li>○ Aerobic Endurance</li> </ul> </li> <li>• Aerobic Capacity Circuit</li> <li>• Aerobic Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> </ul>
<p>5.3.3.2 Apply the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility to personal behaviors, and identify the need for warm-up and cool down when participating in these types of activities.</p>	<p>Sample debrief question: <i>Describe the principles of training (F.I.T.T.) How would you apply them to muscular strength? Muscular endurance? Flexibility? Body composition?</i></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>• SPARKfit Programs</li> <li>Mini Lessons:</li> <li>Fitness Fact Sheets:               <ul style="list-style-type: none"> <li>○ FITT Principle</li> <li>○ Frequency &amp; Intensity</li> <li>○ Time &amp; Type</li> <li>○ Muscular Strength &amp; Endurance</li> <li>○ Flexibility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• SPARKfit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>○ Body Composition</li> </ul>	
<p>5.3.4.1 Analyze pre-and post-fitness assessment results, compare results to recommendations for good health and describe personal strategies to enhance fitness through physical activity participation.</p>	<ul style="list-style-type: none"> <li>● Personal Best Day: My Personal Best Progress and Goals Card</li> <li>● Fitness Circuits Think About... SPARKfit Assessment Tools</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Best Day</li> <li>● Pedometer Activity</li> <li>● Mixed Fitness Circuit</li> <li>● Student Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Best Day</li> <li>● Map Challenges</li> <li>● Fitness Circuits</li> <li>● Sparkfamily.org 3-6 PE</li> <li>● SPARKfit Programs</li> </ul>
<p>5.3.5.1 Analyze the impact of food choices relative to physical activity and personal health.</p>	<p>Sample debrief question: <i>How can the foods you choose to eat impact your performance in sports and physical activities?</i></p>	<ul style="list-style-type: none"> <li>● Body Composition BINGO</li> <li>● Body Composition Circuit</li> <li>● SPARKfit Mini-Lessons Nutrition Fact Sheets:               <ul style="list-style-type: none"> <li>○ Energy Balance</li> <li>○ Fueling Your Performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Fitness Challenges</li> <li>● Fitness Circuits</li> <li>● SPARKfit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Exhibit responsible personal and social behavior that respects self and others.</b>			
5.4.1.1 Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee.	Cooperatives Self-Check	<ul style="list-style-type: none"> <li>• Stick with Me!</li> <li>• Stepping Stones</li> <li>• Log Jam</li> <li>• Helium Hoop</li> <li>• Problem-Solver Adventure Race</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Positive Learning Environment</li> <li>• Social and Emotional Learning</li> </ul>
5.4.2.1 Give and receive corrective feedback respectfully to and from peers.	Cooperatives Self-Check	<ul style="list-style-type: none"> <li>• 9 Grid Basketball</li> <li>• 4 Zone Football</li> <li>• 5-Player Kickball</li> <li>• Skills Showcase</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Aerobic Games</li> <li>• Social and Emotional Learning</li> </ul>
5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.	Cooperatives Self-Check	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Passing Drills</li> <li>• Passing and Receiving</li> <li>• Upward Teamwork</li> <li>• Protector</li> <li>• Sport Circles</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Basketball</li> <li>• Football</li> <li>• Social and Emotional Learning</li> <li>• Positive Learning Environment</li> <li>• Omnikin Activities</li> </ul>
5.4.4.1 Follow rules and etiquette in small-sided games, educational dance, and educational gymnastics.	Sample debrief question: <i>Why do we have rules when playing with others?</i>	<ul style="list-style-type: none"> <li>• Virginia Reel</li> <li>• Hot Time</li> <li>• Parachute Play (Small Group)</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Cooperatives</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
5.4.5.1 Move safely in small-sided games, educational dance, and educational gymnastics.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Switcheroo</li> <li>• Stunt Hunt</li> <li>• Under Pressure</li> <li>• Mini-Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Football</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</b>			
5.5.1.1 Analyze participation in physical activity and describe the personal impact it has on mental- emotional health, physical health, social health, and cognitive health.	Wellness Integration: Body Composition BINGO	<ul style="list-style-type: none"> <li>• Body Composition BINGO</li> <li>• Mixed Fitness Circuit</li> <li>• Fitness Grab Bag</li> <li>• Introduction to Mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Mindfulness</li> </ul>
5.5.2.1 Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate.	Sample debrief question: <i>Is it enjoyable to participate in challenging activities?</i> <i>How do you feel when you master the challenge?</i>	<ul style="list-style-type: none"> <li>• Survivor Challenge</li> <li>• Roll the Dice</li> <li>• Soccer Group Challenge</li> <li>• Self-Discipline Through Mindfulness</li> <li>• Skills Showcase</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> <li>• Soccer</li> <li>• Social and Emotional Learning</li> <li>• Social and Emotional Learning</li> </ul>
5.5.3.1 Analyze physical activities based on	Sample debrief question:	<ul style="list-style-type: none"> <li>• Group Juggling</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> </ul>



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<b>Standard</b>	<b>Suggested Assessments</b>	<b>Sample SPARK Activities</b>	<b>Corresponding SPARK Unit</b>
personal levels of enjoyment, and opportunities for social interaction and self- expression.	<i>What positive interactions did you have with your group mates in the activity?</i>	<ul style="list-style-type: none"><li>• Stepping Stones</li><li>• Parachute Play (Small Group)</li><li>• Human Shapes</li><li>• Leader of the Pack</li></ul>	<ul style="list-style-type: none"><li>• Cooperatives</li><li>• Cooperatives</li><li>• Positive Learning Environment</li><li>• Social and Emotional Learning</li></ul>

## SPARK Alignment with Minnesota Physical Education Standards

*\*See SPARK Inclusive Guidebook for Unit by Unit Inclusive Strategies*

(MS Version 2023 Edition)

6<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate competency in a variety of motor skills and movement patterns.</b>			
<p>6.1.1.1 Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance.</p>	<p>Dance Unit:</p> <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>• Create an Aerobic Capacity Routine</li> <li>• Durango Boot</li> <li>• Create a 4-Wall Line Dance</li> <li>• The Korobushka Jigsaw</li> <li>• Merengue Mixer</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Flying Disc</li> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
<p>6.1.2.1 Throw for distance appropriate to the invasion or fielding and striking game practice tasks. For example: outfield to home.</p>	<p>Specific Unit:</p> <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>• Throw for Accuracy and Distance</li> <li>• Fly Out, Throw Out</li> <li>• Partner Passing</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Softball</li> <li>• Basketball</li> </ul>
<p>6.1.2.2 Catch from a variety of trajectories using different objects in varying invasion or fielding and striking game practice tasks.</p>	<p>Specific Unit:</p> <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>• Partner Passing</li> <li>• Backhand Throw and Clap Catch</li> <li>• Forehand Throw and 2-Handed C Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flying Disc</li> <li>• Flying Disc</li> <li>• Football</li> <li>• Football</li> <li>• Softball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Passing and Receiving</li> <li>• 2-Minute Drill <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Fly Out, Throw Out</li> </ul>	
<p>6.1.3.1 Pass and receive with competency, using hands in combination with locomotor patterns of running and change of direction and speed in invasion game practice tasks. For example: basketball, flag football, speedball, team handball.</p>	<p>Specific Unit: Teacher Rubric</p>	<ul style="list-style-type: none"> <li>• Keep Away (2-on-1)</li> <li>• Defense</li> <li>• 2-on-1 Just for Fun (Team Handball) <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• World Games</li> </ul>
<p>6.1.3.2 Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks.</p>	<p>Specific Unit:</p> <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>• Receiver Patterns</li> <li>• Ultimate Flying Disc</li> <li>• 2-Minute Drill <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Flying Disc</li> <li>• Football</li> </ul>
<p>6.1.3.3 Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks.</p>	<p>Specific Unit:</p> <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>• Ready Position and the Pivot</li> <li>• Moving to Open Space</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Flying Disc</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Corner to Corner Pass and Go</li> </ul>	
<p>6.1.3.4 Dribble with preferred hand using a change of speed and direction in a variety of invasion game practice tasks.</p>	<p>Basketball:</p> <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>• Final Four Dribble Drill</li> <li>• Dribbling to Open Space</li> <li>• Ready Position and the Pivot</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> </ul>
<p>6.1.3.5 Foot-dribble or dribble using an implement with control, changing speed and direction in a variety of invasion game practice tasks.</p>	<p>Hockey, Soccer:</p> <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>• Dribbling Drills</li> <li>• First to 4</li> <li>• Dribbling Drills</li> <li>• Collect ‘Em All</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Soccer</li> <li>• Soccer</li> </ul>
<p>6.1.3.6 Shoot on goal with accuracy in invasion game practice tasks.</p>	<p>Hockey, Soccer:</p> <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>• Shooting Drills</li> <li>• Shooting and Goaltending</li> <li>• QuadraGoal</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Soccer</li> <li>• Gopher Exclusive Unit</li> </ul>
<p>6.1.3.7 Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks.</p>	<p>Specific Unit:</p> <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>• Defensive Challenge</li> <li>• Zone and Player-to-Player Defenses</li> <li>• Keep Away (2 on 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> </ul>
<p>6.1.4.1 Execute a legal underhand serve with control in net and wall game practice tasks. For example: badminton, pickleball, volleyball.</p>	<p>Specific Unit:</p> <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>• Underhand Serve</li> <li>• Serving Challenges</li> <li>• Introduction to the Serve</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> <li>• Handball</li> <li>• Racquets and Paddles</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Introduction to the Serve and Serve Reception</li> </ul>	
<p>6.1.4.2 Strike with an overhand pattern in small sided net and wall game practice tasks. For example: badminton, handball, tennis.</p>	<p>Specific Unit:</p> <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>• Overhead Pass (Set)</li> <li>• Introduction to the Overhand Stroke</li> <li>• Introduction to the Lob</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Handball</li> <li>• Racquets and Paddles</li> </ul>
<p>6.1.4.3 Demonstrate the forehand and backhand strokes using a short-handled implement in small- sided net and wall practice tasks. For example: paddleball, pickleball, short-handled racket tennis.</p>	<p>Racquets and Paddles:</p> <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>• Introduction to the Forehand Stroke</li> <li>• Introduction to the Backhand Stroke</li> <li>• Extreme Rally</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>
<p>6.1.4.4 Forehand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks.</p>	<p>Specific Unit:</p> <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>• Serve, Return, Catch</li> <li>• Target Ball</li> <li>• Batting Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Softball</li> </ul>
<p>6.1.4.5 Two-hand volley (underhand and overhand) with control in a variety of small-sided net and wall practice tasks.</p>	<p>Racquets and Paddles:</p> <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>• Introduction to the Forehand Stroke</li> <li>• Extreme Rally</li> <li>• One Wall Paddleball</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>
<p>6.1.5.1 Execute an underhand roll or toss for</p>	<p>World Games Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Cricket Pairs Bowling</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
a target game practice task. For example: bowling, bocce, horseshoes.			
6.1.5.2 Strike, using an implement and a stationary object for accuracy in target game practice tasks. For example: croquet, shuffleboard, golf.	Golf Performance Rubric	<ul style="list-style-type: none"> <li>• Putting to Targets</li> <li>• Miniature Golf</li> <li>• Bocce Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Golf</li> <li>• Golf</li> </ul>
6.1.6.1 Strike a pitched ball, using an implement, in a variety of fielding and striking game practice tasks.	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>• Batting Practice</li> <li>• Tee, Jump, Field (Cricket)</li> <li>• Modified Cricket</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• World Games</li> <li>• World Games</li> </ul>
6.1.6.2 Catch from different trajectories, using a variety of objects, in varying fielding and striking game practice tasks.	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>• Partner Passing</li> <li>• Backhand Throw and Clap Catch</li> <li>• Forehand Throw and 2-Handed C Catch</li> <li>• Passing and Receiving</li> <li>• Pitching</li> <li>• Fly Out, Throw Out</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flying Disc</li> <li>• Flying Disc</li> <li>• Football</li> <li>• Football</li> <li>• Softball</li> </ul>
6.1.7.1 Demonstrate correct technique for basic skills in an outdoor activity.	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>• Putting to Targets</li> <li>• Introduction to Chipping</li> <li>• Introduction to Pitching</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Golf</li> <li>• Golf</li> </ul>
6.1.8.1 Demonstrate correct technique for	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Shot Put</li> <li>• Self-Guided Tour</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Stunts and Tumbling</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
basic skills in one individual-performance activity.	<ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Hurdles</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</b>			
6.2.1.1 Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.	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>• Ready Position and the Pivot</li> <li>• Moving to Open Space</li> <li>• Corner to Corner Pass and Go</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Flying Disc</li> </ul>
6.2.1.2 Reduce open space on defense, in an invasion game practice task, by making the body larger and reducing passing angles.	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>• Zone Defense</li> <li>• Defensive Challenge</li> <li>• Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Basketball</li> <li>• Football</li> </ul>
6.2.1.3 Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass.	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>• Zone and Player-to-Player Defenses</li> <li>• Under Pressure</li> <li>• Keep Away (3-on-1)</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Flying Disc</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>6.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly.</p>	<p>Specific Unit:</p> <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>• 3-on-3 Basketball</li> <li>• Mini-Soccer</li> <li>• Mini-Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Soccer</li> <li>• Hockey</li> </ul>
<p>6.2.2.1 Create open space in net and wall game practice tasks, with a short-handled implement, by varying force and direction.</p>	<p>Racquets and Paddles:</p> <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>• One Wall Paddleball</li> <li>• Team Paddleball</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>
<p>6.2.2.2 Reduce offensive options for opponents, in net and wall game practice tasks, by returning to base or home position.</p>	<p>Specific Unit:</p> <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>• 3-on-3 Basketball</li> <li>• Modified Team Handball</li> <li>• Zone and Player-to-Player Defenses</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• World Games</li> <li>• Basketball</li> </ul>
<p>6.2.3.1 Select an appropriate shot and implement based on the location of the object in relation to the target in target game practice tasks.</p>	<p>Golf:</p> <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>• A Round of Golf</li> <li>• Chip and Putt Course</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Golf</li> </ul>
<p>6.2.4.1 Identify open space, and attempt to strike an object into that space in fielding and striking game practice tasks.</p>	<p>Specific Unit:</p> <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>• Mini-Volleyball</li> <li>• T-Ball Derby</li> <li>• 2-Pitch Stickball</li> <li>• Modified Cricket</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Softball</li> <li>• Softball</li> <li>• World Games</li> </ul>
<p>6.2.4.2 Identify the correct defensive play based on the situation in fielding and</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• 7V7 Modified Softball</li> <li>• Modified Cricket</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• World Games</li> <li>• Football</li> </ul>



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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
striking practice tasks. For example: number of outs, positions of runners.	<ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Quick-Play Mini-Football</li> </ul>	
6.2.5.1 Vary the application of force during an individual- performance activity.	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>• Rapid Fire Challenges</li> <li>• A Round of Golf</li> <li>• One Wall Paddleball</li> </ul>	<ul style="list-style-type: none"> <li>• Handball</li> <li>• Golf</li> <li>• Racquets &amp; Paddles</li> </ul>
6.2.6.1 Describe the basic skills and tactics needed for participation in an outdoor activity.	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>• Partner Stunts Circuit</li> <li>• Under Pressure</li> <li>• A Round of Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Football</li> <li>• Golf</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
6.3.1.1 Identify barriers related to maintaining a physically active lifestyle.	Fitness Lab Wellness Journal	<ul style="list-style-type: none"> <li>• Personally Fit Mini Lessons: Fitness Fact Sheets:               <ul style="list-style-type: none"> <li>○ What is Fitness?</li> <li>○ How Do You Feel Today?</li> </ul> </li> <li>• Self-Discipline Aerobics</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• Social and Emotional Health</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>6.3.2.1 Participate in a variety of aerobic-fitness activities using technology or media. For example: cardio-kick, step aerobics and aerobic dance.</p>	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Log</li> <li>• Personally Fit Activity Challenge: In the Mood to Move Fitness Lab Assessment Tools Wellness Walking Weekly Log Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Daytona 2000 <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Student Portfolio, MVPA Wellness Journal</li> <li>• Heart Rate Zones</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• SPARKfit</li> <li>• Heart Rate Unit</li> </ul>
<p>6.3.2.2 Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity for at least sixty minutes per day.</p>	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Log</li> <li>• Pedometer Log</li> <li>• SPARKfit Student Portfolio</li> <li>• MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Cardio Dance Day</li> <li>• SPARK Event: International Jump Rope Camp</li> <li>• Create a Heart Rate Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Dance</li> <li>• Jump Rope</li> <li>• Heart Rate Unit</li> </ul>
<p>6.3.3.1 Identify the components of skill-related fitness.</p>	<p>Sample debrief question: <i>What are the components of skill-related fitness? Which components did you use in the activity today?</i></p>	<ul style="list-style-type: none"> <li>• Sprints and Jumps Circuit</li> <li>• Shot Put</li> <li>• Flag Pulling</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Track and Field</li> <li>• Football</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>6.3.3.2 Identify correct techniques and methods of stretching.</p>	<p>Fitness:</p> <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>• Flexibility Circuit</li> <li>• Finding Balance Circuit</li> <li>• Introduction to Yoga</li> <li>• Personally Fit Mini Lessons: Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• SPARKfit</li> </ul>
<p>6.3.3.3 Describe the overload training principle and how it affects fitness.</p>	<p>Fitness Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Strength Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> </ul>
<p>6.3.3.4 Describe the role of warm-ups and cool-downs before and after physical activity.</p>	<p>Sample debrief question: <i>What is the reason for doing a warm-up before participating in a physical activity?</i></p>	<ul style="list-style-type: none"> <li>• Range of Motion</li> <li>• Individual Warm-Up Routines</li> <li>• Partner Warm-Up Routines</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Jump Rope</li> <li>• Jump Rope</li> </ul>
<p>6.3.3.5 Identify and explain heart rate zones. For example: resting heart rate, moderate heart rate, vigorous heart rate, and maximum heart rate.</p>	<ul style="list-style-type: none"> <li>• Heart Rate Unit</li> <li>• Heart Rate Log</li> <li>• Sample debrief question: <i>What are some ways you can monitor your heart rate?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Resting Heart Rate</li> <li>• Maximum Heart</li> <li>• Heart Rate Zones</li> <li>• Aerobic Capacity Circuit</li> <li>• Daytona 2000 <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Heart Rate Unit</li> <li>• Heart Rate Unit</li> <li>• Heart Rate Unit</li> <li>• Fitness</li> <li>• Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>6.3.3.6 Identify major muscles and bones used in selected physical activities.</p>	<p>Sample debrief question: <i>Name the muscle you worked with each exercise you completed.</i></p>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Strength Ball Workout</li> <li>• Create a Muscular Strength and Endurance Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
<p>6.3.4.1 Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for one health-related fitness area. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Create an Aerobic Capacity Routine</li> <li>• Create a Muscular Strength and Endurance Routine</li> <li>• Personally Fit Mini Lessons: Goal Setting Fact Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• SPARKfit</li> </ul>
<p>6.3.4.2 Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log.</p>	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Log</li> <li>• Pedometer Log</li> <li>• Student Portfolio</li> <li>• MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness Walking Weekly Log Sheets</li> <li>• Student MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit Wellness Walking</li> <li>• SPARKfit Student Portfolio</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>6.3.5.1 Identify foods within each of the basic food groups and select appropriate servings and portions for one’s age and physical activity levels.</p>	<p>Sample debrief question: <i>Name some foods in each of the food groups.</i></p>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> <li>• Nutrition Challenge</li> <li>• Fruit Smoothie</li> <li>• Personally Fit Mini Lessons: Nutrition Fact Sheets                             <ul style="list-style-type: none"> <li>○ Healthy Weight Control: Weight Loss</li> <li>○ Healthy Weight Control: Weight Gain</li> <li>○ Meal Planning</li> <li>○ My Plate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• SPARKfit Fitness Lab</li> </ul>
<p>6.3.6.1 Identify possible causes of stress and the negative effects of stress on health.</p>	<p>Sample debrief question: <i>Name some positive ways one can deal with stress. Negative choices?</i></p>	<ul style="list-style-type: none"> <li>• Introduction to Yoga</li> <li>• Relieve the Stress</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Social and Emotional Learning</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Exhibit responsible personal and social behavior that respects self and others.</b>			
<p>6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.</p>	<p>Coulda, Shoulda, Woulda (all units)</p>	<ul style="list-style-type: none"> <li>• Acceptance and Super Grouping</li> <li>• Problem-Solver Adventure Race</li> <li>• Corridor Challenges</li> <li>• Build Them Up</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Social and Emotional Learning</li> </ul>
<p>6.4.1.2 Identify appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.</p>	<p>Coulda, Woulda, Shoulda (Fitness)</p>	<ul style="list-style-type: none"> <li>• Personally Fit Mini Lessons: Goal Setting Fact Sheets                             <ul style="list-style-type: none"> <li>○ Be Positive</li> <li>○ Visualize the Prize</li> <li>○ Habits</li> </ul> </li> <li>• Self-Discipline Aerobics</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• Social and Emotional Learning</li> </ul>
<p>6.4.2.1 Implement specific corrective feedback to improve performance.</p>	<p>Specific Unit Peer Coach</p>	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> <li>• Individual Trick Circuit</li> <li>• Sepak Takraw <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Putting to Targets</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Jump Rope</li> <li>• World Games</li> <li>• Golf</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>6.4.3.1 Cooperate with a small group of classmates during game play, or team-building activities.</p>	<p>Teacher Rubric, Self-Check (Cooperatives) Coulda, Woulda, Shoulda (Various Units)</p>	<ul style="list-style-type: none"> <li>• Problem-Solver Adventure Race</li> <li>• Adventure Racing 101</li> <li>• Hoopla Adventure Race</li> <li>• Sport Circles</li> <li>• Team Toss Challenge</li> <li>• Communication 3-2-1</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Omnikin Activities</li> <li>• Positive Learning Environment</li> <li>• Social and Emotional Learning</li> </ul>
<p>6.4.4.1 Follow the rules and etiquette for physical activities.</p>	<p>Dance Self Check, Teacher Rubric</p>	<ul style="list-style-type: none"> <li>• Merengue Etiquette and Basics</li> <li>• Swing Etiquette and Basics</li> <li>• Cultural Diversity Through Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Social and Emotional Learning</li> </ul>
<p>6.4.5.1 Use equipment and facilities appropriately and safely, with the teacher’s guidance, in a physical activity setting. For example: fitness equipment, pedometers, sport equipment.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Ball Workout</li> <li>• Shot Put</li> <li>• Introduction to Stick-Handling</li> <li>• Train Tracks</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Track and Field</li> <li>• Hockey</li> <li>• Omnikin Activities</li> </ul>
<p>6.4.5.2 Make appropriate decisions regarding physical activity based on the</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Create an Aerobic Capacity Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• SPARKfit</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
weather, level of difficulty due to the conditions, or ability to ensure the safety of self and others.	<ul style="list-style-type: none"> <li>MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>Create a Muscular Strength and Endurance Routine</li> <li>Wellness Walking Student Portfolio</li> </ul>	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</b>			
6.5.1.1 Describe the impact of screen time on levels of health.	Sample debrief question: <i>What impact can screen time have on personal health? How can being physically active lead to a healthy body?</i>	<ul style="list-style-type: none"> <li>Fun and Fitness Circuit</li> <li>Combined Circuit (Aerobic Capacity and Flexibility)</li> <li>Fitness in the Middle</li> </ul>	<ul style="list-style-type: none"> <li>ASAP</li> <li>Fitness</li> <li>Fitness</li> </ul>
6.5.1.2 Identify the relationship between participation in physical activity and stress reduction.	Relieve the Stress Reflection Questions	<ul style="list-style-type: none"> <li>Introduction to Yoga</li> <li>Relieve the Stress</li> </ul>	<ul style="list-style-type: none"> <li>Fitness</li> <li>Social and Emotional Learning</li> </ul>
6.5.2.1 Recognize individual challenges in physical activity and implement methods of coping with them in a positive way. For example: extending	Sample debrief question: <i>How can you handle challenges in a positive way?</i>	<ul style="list-style-type: none"> <li>Problem Decoder</li> <li>Power Builders</li> <li>Putting to Targets</li> </ul>	<ul style="list-style-type: none"> <li>Social and Emotional Learning</li> <li>Positive Learning Environment</li> <li>Golf</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
effort, asking for help or feedback, or modifying the tasks.			
<p>6.5.3.1 Describe how moving competently in a physical activity setting creates enjoyment.</p>	<p>Sample debrief question: <i>How can mastering a physical skill make you happy?</i></p>	<ul style="list-style-type: none"> <li>• Skills Showcase</li> <li>• Disc Throwing Stations</li> <li>• Stunts and Tumbling Buffet</li> <li>• Sepak Takraw <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Putting to Targets</li> <li>• Volleyball Stations</li> <li>• Team Paddleball <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Passing and Receiving</li> <li>• Bullseye and Long Shot</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Social and Emotional Learning</li> <li>• Flying Disc</li> <li>• Stunts and Tumbling</li> <li>• World Games</li> <li>• Golf</li> <li>• Volleyball</li> <li>• Racquets and Paddles</li> <li>• Football</li> <li>• Soccer</li> <li>• Hockey</li> </ul>
<p>6.5.3.2 Describe how physical activity provides opportunities for self-expression.</p>	<p>Sample debrief question: <i>How can you use creativity in a physical</i></p>	<ul style="list-style-type: none"> <li>• Create a Routine (Aerobic Capacity)</li> <li>• Create Your Own Swing Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Dance</li> <li>• Dance</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>activity to express yourself?</i>	<ul style="list-style-type: none"><li>• Create a Hip Hop Routine</li><li>• Skills Showcase</li></ul>	<ul style="list-style-type: none"><li>• Social and Emotional Learning</li></ul>

### 7<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate competency in a variety of motor skills and movement patterns.</b>			
<p>7.1.1.1 Demonstrate correct rhythm and pattern for two of the following dance forms: folk, social, creative, line or world dance.</p>	<p>Dance Unit:</p> <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>• Create an Aerobic Capacity Routine</li> <li>• Durango Boot</li> <li>• Create a 4-Wall Line Dance</li> <li>• The Korobushka Jigsaw</li> <li>• Merengue Mixer</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Flying Disc</li> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
<p>7.1.2.1 Throw for distance and accuracy appropriate to the invasion or fielding and striking game practice tasks.</p>	<p>Specific Unit:</p> <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>• Ultimate Flying Disc <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Fly Out, Throw Out</li> <li>• Partner Passing</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Softball</li> <li>• Basketball</li> </ul>
<p>7.1.2.2 Catch from a variety of trajectories using different objects in invasion or fielding and striking small-sided games.</p>	<p>Specific Unit:</p> <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>• Partner Passing</li> <li>• Backhand Throw and Clap Catch</li> <li>• Forehand Throw and 2-Handed C Catch</li> <li>• Passing and Receiving</li> <li>• Pitching</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flying Disc</li> <li>• Flying Disc</li> <li>• Football</li> <li>• Football</li> <li>• Softball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Fly Out, Throw Out</li> </ul>	
<p>7.1.3.1 Pass and receive with competency using feet in combination with locomotor patterns of running and change of direction and speed in small- sided invasion games. For example: soccer or speedball.</p>	<p>Soccer:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Corner-to-Corner Pass and Go</li> <li>• Zone and Player-to-Player Defenses</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> <li>• Soccer</li> </ul>
<p>7.1.3.2 Throw, while moving, a leading pass to a moving receiver in invasion game practice tasks.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 2-Minute Drill <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Up the Valley</li> <li>• Modified Team Handball</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Softball</li> <li>• World Games</li> </ul>
<p>7.1.3.3 Execute at least one of the following skills designed to create open space during small- sided invasion games, with varying levels of defense: pivots, fakes, jab steps, and give and go.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 3-on-3 Basketball</li> <li>• Mini-Hockey</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Hockey</li> <li>• Soccer</li> </ul>
<p>7.1.3.4 Dribble with preferred and non-preferred hands using a change of speed and direction in a variety of invasion game practice tasks.</p>	<p>Basketball:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Final Four Dribble Drill</li> <li>• Dribbling to Open Space</li> <li>• Ready Position and the Pivot</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>7.1.3.5 Foot-dribble or dribble using an implement combined with passing in a variety of invasion game practice tasks.</p>	<p>Hockey, Soccer:</p> <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>• Dribbling Drills</li> <li>• First to 4</li> <li>• Dribbling Drills</li> <li>• Collect ‘Em All</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Soccer</li> <li>• Soccer</li> </ul>
<p>7.1.3.6 Shoot on goal with accuracy in small-sided invasion games.</p>	<p>Hockey, Soccer:</p> <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>• Shooting Drills</li> <li>• Shooting and Goaltending</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Soccer</li> </ul>
<p>7.1.3.7 Slide in all directions while on defense without crossing feet in invasion game practice tasks.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Defensive Challenge</li> <li>• Zone and Player-to-Player Defenses</li> <li>• Keep Away (2 on 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> </ul>
<p>7.1.4.1 Execute a legal underhand serve to a predetermined target in net and wall small-sided games. For example: badminton, pickleball, volleyball.</p>	<p>Specific Unit:</p> <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>• Underhand Serve</li> <li>• Serving Challenges</li> <li>• Introduction to the Serve</li> <li>• Introduction to the Serve and Serve Reception</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> <li>• Handball</li> <li>• Racquets and Paddles</li> </ul>
<p>7.1.4.2 Strike consistently using an overhand pattern in small-sided net and wall games. For example: badminton, handball, tennis.</p>	<p>Specific Unit:</p> <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>• Overhead Pass (Set)</li> <li>• Introduction to the Overhand Stroke</li> <li>• Introduction to the Lob</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Handball</li> <li>• Racquets and Paddles</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>7.1.4.3 Demonstrate forehand and backhand strokes using a long- handled implement in small- sided net and wall games. For example: badminton, tennis.</p>	<p>Racquets and Paddles:</p> <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>• Introduction to the Forehand Stroke</li> <li>• Introduction to the Backhand Stroke</li> <li>• Extreme Rally</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>
<p>7.1.4.4 Forehand and backhand volley, with control, using a short- handled implement in small- sided net and wall game practice tasks.</p>	<p>Racquets and Paddles:</p> <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>• Team Paddleball <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Extreme Rally</li> <li>• One Wall Paddleball</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>
<p>7.1.4.5 Two-hand volley (underhand and overhand) with control in a small- sided net and wall game.</p>	<p>Specific Unit:</p> <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>• KinBall 4-Square</li> <li>• Volleyball Skills Circuit</li> <li>• Volley Tennis</li> <li>• Moon Ball</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• Volleyball</li> <li>• Volleyball</li> <li>• Cooperatives</li> </ul>
<p>7.1.5.1 Execute an underhand roll or toss in a target game. For example: bowling, bocce, horseshoes.</p>	<p>World Games Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Cricket Pairs Bowling</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> </ul>
<p>7.1.5.2 Strike, using an implement and a stationary object for accuracy and distance in a target game. For example: croquet, shuffleboard, golf.</p>	<p>Golf Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Putting to Targets</li> <li>• Miniature Golf</li> <li>• Bocce Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Golf</li> <li>• Golf</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>7.1.6.1 Strike a pitched ball, using an implement, to open space in a variety of fielding and striking game practice tasks.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> </ul> <p>Teacher Rubric</p>	<ul style="list-style-type: none"> <li>• Batting Practice</li> <li>• Tee, Jump, Field (Cricket)</li> <li>• Modified Cricket</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• World Games</li> <li>• World Games</li> </ul>
<p>7.1.6.2 Catch from different trajectories, using a variety of objects, in small-sided fielding and striking games.</p>	<p>Specific Unit:</p> <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>• Partner Passing</li> <li>• Backhand Throw and Clap Catch</li> <li>• Forehand Throw and 2-Handed C Catch</li> <li>• Passing and Receiving</li> <li>• Pitching</li> <li>• Fly Out, Throw Out</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flying Disc</li> <li>• Flying Disc</li> <li>• Football</li> <li>• Football</li> <li>• Softball</li> </ul>
<p>7.1.7.1 Demonstrate correct technique for a variety of skills in an outdoor activity.</p>	<p>Specific Unit:</p> <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>• Putting to Targets</li> <li>• Introduction to Chipping</li> <li>• Introduction to Pitching</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Golf</li> <li>• Golf</li> </ul>
<p>7.1.8.1 Demonstrate correct technique for a variety of skills in one individual-performance activity.</p>	<p>Specific Unit:</p> <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>• Shot Put</li> <li>• Self-Guided Tour</li> <li>• Hurdles</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Stunts and Tumbling</li> <li>• Track and Field</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</b>			
<p>7.2.1.1 Execute at least two of the following offensive tactics in invasion game practice tasks to create open space: use a variety of passes, pivots and fakes; and give and go.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Moving to Open Space</li> <li>• Ultimate Flying Disc <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Corner-to-Corner Pass and Go</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flying Disc</li> <li>• Soccer</li> </ul>
<p>7.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying close to the opponent as he or she nears the goal.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Defensive Challenge</li> <li>• Moving to Open Space</li> <li>• Corner to Corner Pass and Go</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Flying Disc</li> </ul>
<p>7.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Zone and Player-to-Player Defenses</li> <li>• Under Pressure</li> <li>• Keep Away (3-on-1)</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Flying Disc</li> </ul>
<p>7.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 3-on-3 Basketball</li> <li>• Mini-Soccer</li> <li>• Mini-Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Soccer</li> <li>• Hockey</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
quickly and communicating with teammates.			
7.2.2.1 Create open space in net and wall game practice tasks, with a long-handled implement, by varying force and direction, and moving an opponent from side to side.	Hockey: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Corner-to-Corner Pass and Go</li> <li>• 3-Trap Hockey</li> <li>• Mini-Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Hockey</li> </ul>
7.2.2.2 Select an offensive shot based on an opponent’s location in net and wall game practice tasks. For example: Hit where the opponent is not.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Volleyball</li> <li>• T-Ball Derby</li> <li>• 2-Pitch Stickball</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Softball</li> <li>• Softball</li> <li>• Hockey</li> </ul>
7.2.3.1 Vary the speed and trajectory of a shot based on the location of the object in relation to the target in small-sided target games.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• T-Ball Derby</li> <li>• 2-Pitch Stickball</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Hockey</li> </ul>
7.2.4.1 Use a variety of shots to hit into open space in fielding and striking game practice tasks. For example: bunt, line drive, high arc.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 7V7 Modified Softball</li> <li>• Modified Cricket</li> <li>• 2-Pitch Stickball</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• World Games</li> <li>• Softball</li> </ul>
7.2.4.2 Analyze the correct defensive play based on the situation in fielding and striking practice tasks. For example: number of outs, position of runners.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 7V7 Modified Softball</li> <li>• Modified Cricket</li> <li>• Quick-Play Mini-Football</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• World Games</li> <li>• Football</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>7.2.5.1 Identify and apply Newton’s laws of motion to various individual-performance activities.</p>	<p>Sample debrief question: <i>Name some principles used in sports that relate to Newton’s Laws of Motion (mechanics. Force, projectiles, stability.)</i></p>	<ul style="list-style-type: none"> <li>• Create a Hip Hop Routine</li> <li>• Receiver Patterns</li> <li>• Shot Put</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Football</li> <li>• Track and Field</li> </ul>
<p>7.2.6.1 Describe advanced skills and tactics needed for participation in an outdoor activity.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 7V7 Modified Softball</li> <li>• Modified Cricket</li> <li>• Quick-Play Mini-Football</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• World Games</li> <li>• Football</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
<p>7.3.1.1 Describe solutions for reducing barriers related to maintaining a physically active lifestyle.</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Personally Fit Mini Lessons: Fitness Fact Sheets:               <ul style="list-style-type: none"> <li>○ What is Fitness?</li> <li>○ How Do You Feel Today?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• Social and Emotional Health</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Self-Discipline Aerobics</li> </ul>	
<p>7.3.2.1 Participate in a variety of strength- and endurance-fitness activities using technology or media. For example: Pilates, resistance training, body-weight training and light free-weight training.</p>	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Log</li> <li>• Pedometer Log</li> <li>• Student Portfolio</li> <li>• MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Strength Ball Workout</li> <li>• Create a Muscular Strength and Endurance Routine</li> <li>• Introduction to Pilates</li> <li>• Personally Fit Mini Lessons: Muscular Strength &amp; Endurance</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• SPARKfit</li> </ul>
<p>7.3.2.2 Participate in moderate to vigorous muscle- and bone- strengthening physical activity at least three times a week.</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• MVPA Wellness Journal (SPARKfit Assessment Tools)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Pilates</li> <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> <li>• Fitness</li> </ul>
<p>7.3.3.1 Define the components of skill-related fitness.</p>	<p>Sample debrief question: <i>What are the components of skill-</i></p>	<ul style="list-style-type: none"> <li>• Sprints and Jumps Circuit</li> <li>• Shot Put</li> <li>• Flag Pulling</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Track and Field</li> <li>• Football</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>related fitness? Which components did you use in the activity today?</i>		
7.3.3.2 Differentiate between dynamic and static stretches.	Fitness: <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>• Flexibility Circuit</li> <li>• Finding Balance Circuit</li> <li>• Introduction to Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
7.3.3.3 Describe the specificity principle and how it affects fitness.	Fitness Performance Rubric	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Strength Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> </ul>
7.3.3.4 Design a warm-up and cool-down regimen for a self-selected physical activity.	Sample debrief question: <i>What is the reason for doing a warm-up before participating in a physical activity?</i>	<ul style="list-style-type: none"> <li>• Range of Motion</li> <li>• Individual Warm-Up Routines</li> <li>• Partner Warm-Up Routines</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Jump Rope</li> <li>• Jump Rope</li> </ul>
7.3.3.5 Monitor physical activity intensity by comparing and contrasting heart rate responses through a variety of physical activities.	Heart Rate Unit Heart Rate Log Sample debrief question: <i>What are some ways you can monitor your heart rate?</i> <i>How can you use the scale of perceived</i>	<ul style="list-style-type: none"> <li>• Heart Rate Estimation Challenge</li> <li>• Heart Rate Zones</li> <li>• Create a Heart Rate Activity</li> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Daytona 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Heart Rate Unit</li> <li>• Heart Rate Unit</li> <li>• Heart Rate Unit</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>exertion to monitor your workout intensity?</i>	<i>*See SPARK Inclusive for modifications to this lesson</i>	
<p>7.3.3.6 Describe how muscles (muscular system) pull on bones (skeletal system) to create movement in pairs by relaxing and contracting.</p>	<p>Sample debrief question: <i>Name the muscle you worked with each exercise you completed.</i></p>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Strength Ball Workout</li> <li>• Create a Muscular Strength and Endurance Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
<p>7.3.4.1 Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for two health-related fitness areas. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Create an Aerobic Capacity Routine</li> <li>• Create a Muscular Strength and Endurance Routine</li> <li>• Personally Fit Mini Lessons Goal Setting Fact Sheets               <ul style="list-style-type: none"> <li>○ The Right Questions</li> <li>○ Action Planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• SPARKfit</li> </ul>
<p>7.3.4.2 Maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels and nutrition as documented in the log.</p>	<ul style="list-style-type: none"> <li>• MVPA Wellness Journal</li> <li>• Wellness Walking Weekly Log Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Lab Student Portfolio</li> <li>• Wellness Walking for Students</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• SPARKfit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>7.3.5.1 Develop strategies for balancing healthy food, snacks and water intake, along with daily physical activity.</p>	<p>Sample debrief question: <i>How do exercise and proper nutrition contribute to weight management?</i></p>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> <li>• Nutrition Challenge</li> <li>• Fruit Smoothie</li> <li>• Personally Fit Mini Lessons: Nutrition Lessons NC1-10</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• SPARKfit</li> </ul>
<p>7.3.6.1 Identify several strategies for dealing with stress. For example: deep breathing, guided visualization, aerobic exercise.</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Yoga</li> <li>• Relieve the Stress</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Social and Emotional Learning</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Exhibit responsible personal and social behavior that respects self and others.</b></p>			
<p>7.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement.</p>	<ul style="list-style-type: none"> <li>• Teacher Rubric, Self-Check (Cooperatives)</li> <li>• Coulda, Woulda, Shoulda (Various Units)</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance and Super Grouping</li> <li>• Cooperative Journey</li> <li>• Power Builders</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• Social and Emotional Learning</li> <li>• Positive Learning Environment</li> <li>• Cooperatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Problem-Solver Adventure Race</li> <li>• Adventure Racing 101</li> <li>• Team Paddleball <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Racquets and Paddles</li> </ul>
<p>7.4.1.2 Demonstrate both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.</p>	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Log</li> <li>• Pedometer Log</li> <li>• Student Portfolio</li> <li>• MVPA Wellness Journal</li> <li>• Wellness Walking Weekly Log Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness Walking for Students</li> <li>• Fitness Lab Student Portfolio</li> <li>• Self-Discipline Aerobics</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• SPARKfit</li> <li>• Social and Emotional Learning</li> </ul>
<p>7.4.2.1 Provide corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and communication skills.</p>	<p>Specific Unit Peer Coach</p>	<ul style="list-style-type: none"> <li>• Partner Stunts</li> <li>• Partner Trick Circuit</li> <li>• Target Ball</li> <li>• Build them Up</li> <li>• Communication 3-2-1</li> <li>• Skills Showcase</li> <li>• Group Concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Jump Rope</li> <li>• Handball</li> <li>• Social and Emotional Learning</li> <li>• Social and Emotional Learning</li> <li>• Social and Emotional Learning</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			<ul style="list-style-type: none"> <li>• Positive Learning Environment</li> </ul>
<p>7.4.3.1 Problem-solve with a small group of classmates during small group initiatives or game play.</p>	<ul style="list-style-type: none"> <li>• Teacher Rubric, Self-Check (Cooperatives)</li> <li>• Coulda, Woulda, Shoulda (Various Units)</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-Solver Adventure Race</li> <li>• Adventure Racing 101</li> <li>• Hoopla Adventure Race</li> <li>• Team Toss Challenge</li> <li>• Cooperative Challenge</li> <li>• Train Tracks</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Positive Learning Environment</li> <li>• Social and Emotional Learning</li> <li>• Omnikin Activities</li> </ul>
<p>7.4.4.1 Apply rules and etiquette while self-monitoring personal behavior during physical activities.</p>	<ul style="list-style-type: none"> <li>• Teacher Rubric, Self-Check (Cooperatives)</li> <li>• Coulda, Woulda, Shoulda (Various Units)</li> </ul>	<ul style="list-style-type: none"> <li>• Royal Court Tournament</li> <li>• Volleyball Xtreme (Create a Game)</li> <li>• Team Paddleball <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Merengue Etiquette and Basics</li> <li>• Swing Etiquette and Basics</li> </ul>	<ul style="list-style-type: none"> <li>• Handball</li> <li>• Volleyball</li> <li>• Racquets and Paddles</li> <li>• Dance</li> <li>• Dance</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
7.4.5.1 Independently use physical activity and fitness equipment appropriately and safely. For example: fitness equipment, sport equipment, heart rate monitors.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Ball Workout</li> <li>• Shot Put</li> <li>• Introduction to Stick-Handling</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Track and Field</li> <li>• Hockey</li> </ul>
7.4.5.2 Analyze a physical activity situation and make adjustments to ensure the safety of self and others	<ul style="list-style-type: none"> <li>• Teacher Rubric, Self-Check (Cooperatives)</li> <li>• Coulda, Woulda, Shoulda (Various Units)</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance and Super Grouping</li> <li>• Problem-Solver Adventure Race</li> <li>• Adventure Racing 101</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</b>			
7.5.1.1 Chart and analyze personal screen time behaviors.	Student Portfolio (SPARKfamily.org SPARKfit)	<ul style="list-style-type: none"> <li>• Fun and Fitness Circuit</li> <li>• Combined Circuit (Aerobic Capacity and Flexibility)</li> <li>• Fitness in the Middle</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
7.5.1.2 Explain the positive impact	Sample debrief question:	<ul style="list-style-type: none"> <li>• Introduction to Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Cooperatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
participation in physical activity has on one’s physical, emotional, social and mental health.	<i>How can physical activities provide opportunities to interact with others?</i>	<ul style="list-style-type: none"> <li>• Cross the Pond</li> <li>• A Round of Golf</li> <li>• Relieve the Stress</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Social and Emotional Learning</li> </ul>
7.5.2.1 Generate positive statements such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.	Sample debrief question: <i>How can you handle challenges in a positive way?</i>	<ul style="list-style-type: none"> <li>• Build Them Up</li> <li>• Problem Decoder</li> <li>• Teaming Up</li> <li>• Perimeter Roll</li> </ul>	<ul style="list-style-type: none"> <li>• Social and Emotional Learning</li> <li>• Social and Emotional Learning</li> <li>• Social and Emotional Learning</li> <li>• Positive Learning Environment</li> </ul>
7.5.3.1 Describe how self-selected physical activities create enjoyment.	Sample debrief question: <i>How can mastering a physical skill make you happy?</i>	<ul style="list-style-type: none"> <li>• Skills Showcase</li> <li>• Disc Throwing Stations</li> <li>• Stunts and Tumbling Buffet</li> <li>• Sepak Takraw <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Putting to Targets</li> <li>• Volleyball Stations</li> <li>• Team Paddleball <i>*See SPARK Inclusive for</i></li> </ul>	<ul style="list-style-type: none"> <li>• Social and Emotional Learning</li> <li>• Flying Disc</li> <li>• Stunts and Tumbling</li> <li>• World Games</li> <li>• Golf</li> <li>• Volleyball</li> <li>• Racquets and Paddles</li> <li>• Football</li> <li>• Soccer</li> <li>• Hockey</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<p><i>modifications to this lesson</i></p> <ul style="list-style-type: none"><li>• Passing and Receiving</li><li>• Bullseye and Long Shot</li><li>• Shooting Drills</li></ul>	
<p>7.5.3.2 Explain how the relationship between physical activity and self-expression can lead to lifelong enjoyment of physical activity.</p>	<p>Sample debrief question: <i>How can you use creativity in a physical activity to express yourself?</i></p>	<ul style="list-style-type: none"><li>• Create a Routine (Aerobic Capacity)</li><li>• Create Your Own Swing Moves</li><li>• Create a Hip Hop Routine</li><li>• Skills Showcase</li></ul>	<ul style="list-style-type: none"><li>• Fitness</li><li>• Dance</li><li>• Dance</li><li>• Social and Emotional Learning</li></ul>

### 8<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate competency in a variety of motor skills and movement patterns.</b>			
<p>8.1.1.1 Demonstrate a movement sequence using correct rhythm and timing as an individual or in a group.</p>	<p>Dance:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Create a 4-Wall Line Dance</li> <li>• Create a Hip Hop Routine</li> <li>• Create Your Own Swing Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
<p>8.1.2.1 Throw for distance, accuracy and speed appropriate to the activity during invasion or fielding and striking small-sided games.</p>	<p>Specific Unit:</p> <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>• Quick-Play Mini-Football</li> <li>• 3-Catch Disc</li> <li>• 2-Pitch Stickball</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Flying Disc</li> <li>• Softball</li> </ul>
<p>8.1.2.2 Catch using an implement during invasion or fielding and striking small-sided games.</p>	<p>Hockey:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• 3-Trap Hockey</li> <li>• National Hockey League All-Star Dream Event</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Hockey</li> </ul>
<p>8.1.3.1 Pass and receive with competency using an implement in combination with locomotor patterns of running and change of direction and speed in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American).</p>	<p>Hockey:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• 3-Trap Hockey</li> <li>• National Hockey League All-Star Dream Event</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>8.1.3.2 Throw a lead pass to a moving partner off a dribble or pass in small-sided invasion games.</p>	<p>Basketball:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Give and Go</li> <li>• Corner to Corner Pass and Go</li> <li>• Mini-Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> </ul>
<p>8.1.3.3 Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens.</p>	<p>Specific Unit:</p> <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>• Give and Go with Post Player</li> <li>• Moving to Open Space</li> <li>• Corner to Corner Pass and Go</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Flying Disc</li> </ul>
<p>8.1.3.4 Dribble with preferred and non-preferred hands using a change of speed and direction in small-sided invasion games.</p>	<p>Basketball:</p> <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>• Final Four Dribble Drill</li> <li>• Dribbling to Open Space</li> <li>• Mini-Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> </ul>
<p>8.1.3.5 Foot-dribble or dribble using an implement with control, changing speed and direction in small-sided invasion games.</p>	<p>Hockey, Soccer:</p> <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>• Mini-Hockey</li> <li>• First to 4</li> <li>• Mini-Soccer</li> <li>• Collect 'Em All</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Soccer</li> <li>• Soccer</li> </ul>
<p>8.1.3.6 Shoot on goal for accuracy, using a long-handled implement, in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American).</p>	<p>Hockey:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• 3-Trap Hockey</li> <li>• National Hockey League All-Star Dream Event</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Hockey</li> </ul>
<p>8.1.3.7 Drop-step in the direction of the pass</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Peer Coach</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>• Soccer</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
during player-to-player defense in small-sided invasion games.	<ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Zone and Player-to-Player Defenses</li> <li>• Zone and Player-to-Player Defenses</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> </ul>
8.1.4.1 Execute a legal underhand serve for distance and accuracy in net and wall games. For example: badminton, pickleball, volleyball.	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>• Volley Tennis</li> <li>• Mini-Volleyball</li> <li>• Royal Court Tournament</li> <li>• One Wall Paddleball</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> <li>• Handball</li> <li>• Racquets and Paddles</li> </ul>
8.1.4.2 Strike consistently using an overhand pattern for accuracy in small-sided net and wall games. For example: badminton, handball, tennis.	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>• Overhead Pass (Set)</li> <li>• Introduction to the Overhand Stroke</li> <li>• Introduction to the Lob</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Handball</li> <li>• Racquets and Paddles</li> </ul>
8.1.4.3 Demonstrate forehand and backhand strokes using a short- or long-handled implement for accuracy in small-sided net and wall games. For example: pickleball, tennis, badminton, paddleball.	Racquets and Paddles: <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>• Introduction to the Forehand Stroke</li> <li>• Introduction to the Backhand Stroke</li> <li>• Extreme Rally</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>
8.1.4.4 Forehand and backhand volley, with control, using a short- handled implement during small-sided net and wall games.	Racquets and Paddles: <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>• Team Paddleball <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Extreme Rally</li> <li>• One Wall Paddleball</li> </ul>	
<p>8.1.4.5 Two-hand-volley (underhand and overhand) with control in a variety of small-sided net and wall games.</p>	<p>Specific Unit:</p> <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>• KinBall 4-Square</li> <li>• Volleyball Skills Circuit</li> <li>• Volley Tennis</li> <li>• Moon Ball</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• Volleyball</li> <li>• Volleyball</li> <li>• Cooperatives</li> </ul>
<p>8.1.5.1 Execute consistently an underhand roll or toss with control in a target game. For example: bowling, bocce.</p>	<p>World Games Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Cricket Pairs Bowling</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> </ul>
<p>8.1.5.2 Strike, using an implement and a stationary object for accuracy and distance in a variety of target games. For example: croquet, shuffleboard, golf.</p>	<p>Golf Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Putting to Targets</li> <li>• Miniature Golf</li> <li>• Bocce Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Golf</li> <li>• Golf</li> </ul>
<p>8.1.6.1 Strike a pitched ball, using an implement, to open space in a variety of small-sided fielding and striking games.</p>	<p>Specific Unit:</p> <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>• Batting Practice</li> <li>• Tee, Jump, Field (Cricket)</li> <li>• Modified Cricket</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• World Games</li> <li>• World Games</li> </ul>
<p>8.1.6.2 Catch from different trajectories maintaining balance while transitioning to the next skill in small-sided fielding and striking games.</p>	<p>Specific Unit:</p> <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>• Partner Passing</li> <li>• Backhand Throw and Clap Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flying Disc</li> <li>• Flying Disc</li> <li>• Football</li> <li>• Football</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Forehand Throw and 2-Handed C Catch</li> <li>• Passing and Receiving</li> <li>• Pitching</li> <li>• Fly Out, Throw Out</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> </ul>
8.1.7.1 Demonstrate correct technique for basic skills in at least two outdoor 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>• Putting to Targets</li> <li>• Introduction to Chipping</li> <li>• Introduction to Pitching</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Golf</li> <li>• Golf</li> </ul>
8.1.8.1 Demonstrate correct technique for basic skills in at least two individual-performance 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>• Shot Put</li> <li>• Self-Guided Tour</li> <li>• Hurdles</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Stunts and Tumbling</li> <li>• Track and Field</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</b>			
8.2.1.1 Execute at least three of the following offensive tactics in invasion game	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Give and Go with Post Player</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>practice tasks to create open space: move to create open space on and off the ball; use a variety of passes, fakes, and pathways; and give and go.</p>	<p>Teacher Rubric</p>	<ul style="list-style-type: none"> <li>• Moving to Open Space</li> <li>• Ultimate Flying Disc</li> <li>• <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> </ul>
<p>8.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).</p>	<p>Specific Unit:</p> <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>• Zone Defense</li> <li>• Defensive Challenge</li> <li>• Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Basketball</li> <li>• Football</li> </ul>
<p>8.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Zone and Player-to-Player Defenses</li> <li>• Under Pressure</li> <li>• Keep Away (3-on-1)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Flying Disc</li> </ul>
<p>8.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly, communicating with teammates and capitalizing on the advantage.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 3-on-3 Basketball</li> <li>• Mini-Soccer</li> <li>• Mini-Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Soccer</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>8.2.2.1 Create open space in net and wall game practice tasks, with either a long- or short-handled implement, by varying force and direction, and moving an opponent forward and back and from side to side.</p>	<p>Hockey:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Corner-to-Corner Pass and Go</li> <li>• 3-Trap Hockey</li> <li>• Mini-Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Hockey</li> </ul>
<p>8.2.2.2 Vary placement, force and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent.</p>	<p>Specific Unit:</p> <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>• Volley Tennis</li> <li>• Mini-Volleyball</li> <li>• Royal Court Tournament</li> <li>• One Wall Paddleball</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> <li>• Handball</li> <li>• Racquets and Paddles</li> </ul>
<p>8.2.3.1 Vary the speed, force and trajectory of the shot based on the location of the object in relation to the target in small- sided target games.</p>	<p>Specific Unit:</p> <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>• Royal Court Tournament</li> <li>• Team Paddleball <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• A Round of Golf</li> <li>• Shooting Drills</li> <li>• Volley Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Handball</li> <li>• Racquets and Paddles</li> <li>• Golf</li> <li>• Hockey</li> <li>• Volleyball</li> </ul>
<p>8.2.4.1 Identify sacrifice situations and attempts to advance a teammate in small-sided fielding and striking games.</p>	<p>Sample debrief question: <i>When would it be appropriate to make a</i></p>	<ul style="list-style-type: none"> <li>• 2-Pitch Stickball</li> <li>• 7V7 Modified Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Softball</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>sacrifice to advance a teammate?</i>	<ul style="list-style-type: none"> <li>Event: Softball World Championships</li> </ul>	
8.2.4.2 Reduce open spaces in the field by working with teammates to maximize coverage in small- sided fielding and striking games.	Specific Unit: <ul style="list-style-type: none"> <li>Peer Coach</li> <li>Self-Check</li> </ul> Teacher Rubric	<ul style="list-style-type: none"> <li>Mini-Hockey</li> <li>3-on-3 Basketball</li> <li>Modified Team Handball</li> <li>Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>Hockey</li> <li>Basketball</li> <li>World Games</li> <li>Soccer</li> </ul>
8.2.5.1 Describe and apply mechanical advantage(s) for a variety of individual-performance activities.	Specific Unit: <ul style="list-style-type: none"> <li>Peer Coach</li> <li>Self-Check</li> </ul> Teacher Rubric	<ul style="list-style-type: none"> <li>Stunts and Tumbling Buffet</li> <li>Throws and Sprints Circuit</li> <li>Introduction to Pitching</li> </ul>	<ul style="list-style-type: none"> <li>Stunts and Tumbling</li> <li>Track and Field</li> <li>Golf</li> </ul>
8.2.6.1 Describe basic and advanced skills and tactics needed for participation in two outdoor activities.	Specific Unit: <ul style="list-style-type: none"> <li>Self-Check</li> <li>Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>A Round of Golf</li> <li>Throws and Sprints Circuit</li> </ul>	<ul style="list-style-type: none"> <li>Golf</li> <li>Track and Field</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
8.3.1.1 Analyze the impact a physically active	<ul style="list-style-type: none"> <li>SPARKfit Student Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Relieve the Stress</li> <li>Self-Discipline Aerobics</li> </ul>	<ul style="list-style-type: none"> <li>Social and Emotional Health</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
lifestyle has on physical and mental health.		<ul style="list-style-type: none"> <li>Personally Fit Mini-Lessons: How Do You Feel Today?</li> </ul>	<ul style="list-style-type: none"> <li>Social and Emotional Health</li> <li>SPARKfit</li> </ul>
8.3.2.1 Participate in a variety of self-selected aerobic-fitness activities using technology. For example: walking, jogging, biking, skating, dancing and swimming.	<ul style="list-style-type: none"> <li>Heart Rate Unit Heart Rate Monitor Log</li> <li>Pedometer Log</li> <li>Wellness Walking Weekly Lop Sheets</li> </ul>	<ul style="list-style-type: none"> <li>Self-Discipline Aerobics</li> <li>Create a Heart Rate Activity</li> <li>SPARKfit Student Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Social and Emotional Health</li> <li>Heart Rate Unit</li> <li>SPARKfit</li> </ul>
8.3.2.2 Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least sixty minutes per day at least five days a week.	<ul style="list-style-type: none"> <li>Heart Rate Unit Heart Rate Monitor Log</li> <li>Pedometer Log</li> <li>Wellness Walking Weekly Lop Sheets</li> </ul>	<ul style="list-style-type: none"> <li>Wellness Walking for Students</li> <li>Cardiovascular Health</li> <li>Target Heart Rate</li> <li>Heart Rate Highway</li> </ul>	<ul style="list-style-type: none"> <li>SPARKfit</li> <li>Heart Rate Unit</li> <li>Heart Rate Unit</li> <li>Fitness</li> </ul>
8.3.3.1 Analyze a physical activity by identifying its skill-related components.	Sample debrief question: <i>What are the components of skill-related fitness? Which components did you use in the activity today?</i>	<ul style="list-style-type: none"> <li>Sprints and Jumps Circuit</li> <li>Shot Put</li> <li>Flag Pulling</li> </ul>	<ul style="list-style-type: none"> <li>Track and Field</li> <li>Track and Field</li> <li>Football</li> </ul>
8.3.3.2 Apply appropriate stretching techniques for all major muscle groups.	Fitness: <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>Flexibility Circuit</li> <li>Finding Balance Circuit</li> </ul>	<ul style="list-style-type: none"> <li>Fitness</li> <li>Fitness</li> <li>Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Introduction to Yoga</li> </ul>	
<p>8.3.3.3 Apply the overload and specificity principles in preparing a personal workout.</p>	<p>Fitness Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Strength Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> </ul>
<p>8.3.3.4 Design and implement a warm- up and cool down regimen for a self-selected physical activity.</p>	<p>Sample debrief question: <i>What is the reason for doing a warm-up before participating in a physical activity?</i></p>	<ul style="list-style-type: none"> <li>• Range of Motion</li> <li>• Individual Warm-Up Routines</li> <li>• Partner Warm-Up Routines</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Jump Rope</li> <li>• Jump Rope</li> </ul>
<p>8.3.3.5 Predict and modify activities which influence the target heart rate to meet desired goal and outcomes.</p>	<p>Sample debrief question: <i>What are some ways you can monitor your heart rate?</i> <i>How can you use the scale of perceived exertion to monitor your workout intensity?</i></p>	<ul style="list-style-type: none"> <li>• Heart Rate Estimation Challenge</li> <li>• Heart Rate Zones</li> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Daytona 2000 <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Heart Rate Unit</li> <li>• Heart Rate Unit</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
<p>8.3.3.6 Explain how body systems interact with one another during physical activity. For example: blood</p>	<p>Sample debrief question:</p>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Strength Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>transports nutrients from the digestive system and oxygen from the respiratory system during physical activity.</p>	<p><i>How do the body systems interact during fitness activities?</i></p>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> </ul>	
<p>8.3.4.1 Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for three health-related fitness areas. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Create an Aerobic Capacity Routine</li> <li>• Create a Muscular Strength and Endurance Routine</li> <li>• Personally Fit Mini Lessons: Goal Setting                             <ul style="list-style-type: none"> <li>○ The Right Questions</li> <li>○ Action Planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• SPARKfit</li> </ul>
<p>8.3.4.2 Design and implement a program to improve one’s physical activity levels and nutrition.</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit Student Portfolio</li> <li>• Personally Fit Mini Lessons: Goal Setting: Action Planning</li> <li>• Burn It To Earn It</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• SPARKfit</li> <li>• Fitness</li> </ul>
<p>8.3.5.1 Describe the relationship between poor nutrition and health risk factors.</p>	<p>Sample debrief question: <i>How does poor nutrition contribute to increased health risks?</i></p>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Nutrition Challenge</li> <li>• Fruit Smoothie</li> <li>• Personally Fit Nutrition Lessons NC1-10</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> </ul>
8.3.6.1 Demonstrate several strategies for dealing with stress.	<ul style="list-style-type: none"> <li>• MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Yoga</li> <li>• Relieve the Stress</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Social and Emotional Learning</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Exhibit responsible personal and social behavior that respects self and others.</b>			
8.4.1.1 Establish guidelines for resolving conflict and apply them to respond appropriately to classmates' ethical and unethical behavior during physical activity.	Coulda, Woulda, Shoulda (Various Units)	<ul style="list-style-type: none"> <li>• Problem-Solver Adventure Race</li> <li>• Adventure Racing 101</li> <li>• Hoopla Adventure Race</li> <li>• Problem Decoder</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Social and Emotional Learning</li> </ul>
8.4.1.2 Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of class.	<ul style="list-style-type: none"> <li>• Heart Rate Unit Heart Rate Monitor Log</li> <li>• Pedometer Log Student Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Discipline Aerobics</li> <li>• Personally Fit Mini Lessons: Goal Setting                             <ul style="list-style-type: none"> <li>○ Habits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Social and Emotional Learning</li> <li>• SPARKfit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	MVPA Wellness Journal		
8.4.2.1 Provide encouragement and constructive feedback to peers without prompting from the teacher.	Specific Unit Peer Coach	<ul style="list-style-type: none"> <li>• Partner Stunts</li> <li>• Partner Trick Circuit</li> <li>• Target Ball</li> <li>• Skills Showcase</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Jump Rope</li> <li>• Handball</li> <li>• Social and Emotional Learning</li> </ul>
8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play.	<ul style="list-style-type: none"> <li>• Teacher Rubric, Self-Check (Cooperatives)</li> <li>• Coulda, Woulda, Shoulda (Various Units)</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-Solver Adventure Race</li> <li>• Adventure Racing 101</li> <li>• Hoopla Adventure Race</li> <li>• Cooperative Journey</li> <li>• Gallery Run</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Social and Emotional Learning</li> <li>• Social and Emotional Learning</li> </ul>
8.4.4.1 Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.	<ul style="list-style-type: none"> <li>• Teacher Rubric, Self-Check (Cooperatives)</li> <li>• Coulda, Woulda, Shoulda (Various Units)</li> </ul>	<ul style="list-style-type: none"> <li>• Royal Court Tournament</li> <li>• Volleyball Xtreme (Create a Game)</li> <li>• Team Paddleball <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Merengue Etiquette and Basics</li> </ul>	<ul style="list-style-type: none"> <li>• Handball</li> <li>• Volleyball</li> <li>• Racquets and Paddles</li> <li>• Dance</li> <li>• Dance</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Swing Etiquette and Basics</li> </ul>	
<p>8.4.5.1 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity. For example: weight room equipment, cardiorespiratory equipment, sport equipment, fitness apps.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Ball Workout</li> <li>• Shot Put</li> <li>• Introduction to Stick-Handling</li> <li>• Train Tracks</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Track and Field</li> <li>• Hockey</li> <li>• Omnikin Activities</li> </ul>
<p>8.4.5.2 Develop safety protocols for two or more outdoor activities.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• A Round of Golf</li> <li>• Shot Put</li> <li>• Introduction to Stick-Handling</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Track and Field</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</b></p>			
<p>8.5.1.1 Explain how the over-use of technology impacts health.</p>	<p>Sample debrief question: <i>What impact can overuse of technology have on personal health? How can being</i></p>	<ul style="list-style-type: none"> <li>• Fun and Fitness Circuit</li> <li>• Combined Circuit (Aerobic Capacity and Flexibility)</li> <li>• Fitness in the Middle</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Fitness</li> <li>• Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>physically active lead to a healthy body?</i>		
<p>8.5.1.2 Analyze participation in physical activity and determine the personal impact it has on one’s physical, emotional, social and mental health.</p>	<p>Sample debrief question: <i>How can physical activities provide opportunities to interact with others?</i></p>	<ul style="list-style-type: none"> <li>• Introduction to Yoga</li> <li>• Cross the Pond</li> <li>• A Round of Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Cooperatives</li> <li>• Golf</li> </ul>
<p>8.5.2.1 Develop a plan of action and make appropriate decisions based on that plan when faced with an individual or group challenge.</p>	<p>Sample debrief question: <i>How can you handle challenges in a positive way?</i></p>	<ul style="list-style-type: none"> <li>• Shooting Drills</li> <li>• Shot Put</li> <li>• Distance and Accuracy</li> <li>• Individual Juggling</li> <li>• Putting to Targets</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Track</li> <li>• Flying Disc</li> <li>• World Games</li> <li>• Golf</li> </ul>
<p>8.5.3.1 Analyze how enjoyment could be increased in self-selected physical activities.</p>	<p>Sample debrief question: <i>How can mastering a physical skill make you happy?</i></p>	<ul style="list-style-type: none"> <li>• Skills Showcase</li> <li>• Disc Throwing Stations</li> <li>• Stunts and Tumbling Buffet</li> <li>• Sepak Takraw <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>• Putting to Targets</li> <li>• Volleyball Stations</li> <li>• Team Paddleball</li> </ul>	<ul style="list-style-type: none"> <li>• Social and Emotional Learning</li> <li>• Flying Disc</li> <li>• Stunts and Tumbling</li> <li>• World Games</li> <li>• Golf</li> <li>• Volleyball</li> <li>• Racquets and Paddles</li> <li>• Football</li> <li>• Soccer</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<p><i>*See SPARK Inclusive for modifications to this lesson</i></p> <ul style="list-style-type: none"> <li>• Passing and Receiving</li> <li>• Bullseye and Long Shot</li> <li>• Shooting Drills</li> </ul>	
<p>8.5.3.2 Identify and participate in a physical activity that provides opportunities for enjoyment and explain how it could lead to lifelong enjoyment.</p>	<p>Sample debrief question: <i>How can you use creativity in a physical activity to express yourself?</i></p>	<ul style="list-style-type: none"> <li>• Create a Routine (Aerobic Capacity)</li> <li>• Create Your Own Swing Moves</li> <li>• Create a Hip Hop Routine</li> <li>• Skills Showcase</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Dance</li> <li>• Dance</li> <li>• Social and Emotional Learning</li> </ul>

## SPARK Alignment with Minnesota Physical Education Standards

*\*See SPARK Inclusive Guidebook for Unit by Unit Inclusive Strategies*

(HS Version 2023 Edition)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Demonstrate competency in a variety of motor skills and movement patterns.</b>			
<p>9.1.1.1 Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: individual performance activities, outdoor pursuits.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton Personal Best</li> <li>• Cooperatives: Orienteering Personal Best</li> <li>• Flying Disc: Ultimate Personal Best</li> <li>• Softball Personal Best</li> <li>• 3<sup>rd</sup> Hit's a Charm <i>*See SPARK Inclusive for modifications to this lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Cooperatives: Orienteering</li> <li>• Flying Disc</li> <li>• Softball</li> <li>• Volleyball</li> </ul>
<p>9.1.1.2 Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Picking Sides <i>*See SPARK Inclusive for</i></li> </ul>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Cooperatives: Orienteering</li> <li>• Flying Disc</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
categories: net and wall games, target games, aquatics		<i>modifications to this lesson</i> <ul style="list-style-type: none"> <li>• Cooperatives: Orienteering Personal Best</li> <li>• Flying Disc: Ultimate Personal Best</li> <li>• Softball Personal Best</li> <li>• Volleyball Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Volleyball</li> </ul>
9.1.2.1 Demonstrate competency in one or more forms of dance. For example: ballroom, ballet, cultural dances, hip hop, modern, social dances, tap.	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Event: Dance Olympics</li> <li>• Create a Hip Hop Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> </ul>
9.1.3.1 Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, cardiorespiratory fitness.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Walk-Jog-Run</li> <li>• Cardio Kickboxing</li> <li>• iFreestyle Aerobics</li> <li>• HIIT Basic Training</li> <li>• iYoga</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness Walking</li> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</b>			
9.2.1.1 Apply terminology associated with exercise and participation in selected individual performance activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Fun-day-mentals Jigsaw Notes</li> <li>• Performance Rubric</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc: Ultimate</li> <li>• Hockey</li> <li>• Softball</li> </ul>
9.2.1.2 Use movement concepts and principles (force, motion, rotation) to analyze and improve performance for a self-selected skill.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Fun-day-mentals Jigsaw Notes</li> <li>• Performance Rubric</li> </ul> Sample debrief question: <i>Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy) in a selected skill.</i>	<ul style="list-style-type: none"> <li>• Badminton Personal Best</li> <li>• Aqua-Fit Basic Training</li> <li>• Event: Dance Olympics</li> <li>• Create Your Own ST Program</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Aqua-Fit</li> <li>• Dance</li> <li>• Strength Training</li> </ul>
9.2.1.3 Design a practice plan to improve performance for a self-selected skill and justify how the components of	Specific Unit: <ul style="list-style-type: none"> <li>• Fun-day-mentals Jigsaw Notes</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Def-Con 3 *See SPARK Inclusive for</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Hockey</li> <li>• Softball</li> <li>• Basketball</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
the plan will address the areas of concern.		<i>modifications to this lesson</i> <ul style="list-style-type: none"> <li>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> <li>• Basketball Personal Best</li> <li>• Football Personal Best</li> <li>• Hockey Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Hockey</li> </ul>
9.2.1.4 Analyze similarities and differences between various dance forms.	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Hip Hop Jigsaw</li> <li>• Stutter Stomp</li> <li>• Waltzing Royalty Mixer</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
<b>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
9.3.1.1 Explain the benefits of a physically active lifestyle as it relates to college or career productivity.	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Student MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Personally Fit Mini Lessons Goal Setting Strategies:</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>○ Ask the Right Questions</li> <li>○ Action Planning</li> </ul>	
<p>9.3.1.2 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</p>	<ul style="list-style-type: none"> <li>● Student Portfolio</li> <li>● Student MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>● Personally Fit Mini Lessons Nutrition Concepts:               <ul style="list-style-type: none"> <li>○ Healthy Weight Control: Weight Loss</li> <li>○ Healthy Weight Control: Weight Gain</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● SPARKfit</li> </ul>
<p>9.3.1.3 Apply technology and social media as tools to support a healthy, active lifestyle</p>	<ul style="list-style-type: none"> <li>● Heart Rate Unit: Heart Rate Monitor Log</li> </ul>	<ul style="list-style-type: none"> <li>● Heart Rate Estimation Challenge</li> <li>● Create a Heart Rate Activity</li> </ul>	<ul style="list-style-type: none"> <li>● Heart Rate Unit</li> <li>● Heart Rate Unit</li> </ul>
<p>9.3.1.4 Identify issues associated with exercising in heat, humidity and cold, and provide strategies for addressing the issues.</p>	<ul style="list-style-type: none"> <li>● Student MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>● Student Portfolio Update: Me in My Environment</li> </ul>	<ul style="list-style-type: none"> <li>● SPARKfit</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>9.3.1.5 Evaluate physical activities that can be pursued in the local environment for their benefits, social support network, and participation requirements.</p>	<ul style="list-style-type: none"> <li>• Student MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Personally Fit Mini Lessons Goal Setting Strategies:               <ul style="list-style-type: none"> <li>○ Action Planning</li> <li>○ Habits</li> </ul> </li> <li>• Student Portfolio Updates               <ul style="list-style-type: none"> <li>○ Me in My Environment</li> <li>○ The Progress Path</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• SPARKfit</li> </ul>
<p>9.3.1.6 Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.</p>	<ul style="list-style-type: none"> <li>• Student MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Personally Fit Mini Lessons Fitness Concepts:               <ul style="list-style-type: none"> <li>○ How Do You Feel Today?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> </ul>
<p>9.3.2.1 Participate in moderate to vigorous aerobic or muscle- and bone-strengthening physical activity several times per week.</p>	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Logs</li> <li>• Pedometer Logs</li> <li>• SportFit Performance Log</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Heart Rate Activity</li> <li>• Walk-Jog-Run</li> <li>• Cardio Kickboxing</li> <li>• iFreestyle Aerobics</li> <li>• Create Your Own ST Program</li> </ul>	<ul style="list-style-type: none"> <li>• Heart Rate Unit</li> <li>• Wellness Walking</li> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Strength Training</li> <li>• Strength Training</li> <li>• Strength Training</li> <li>• SportFit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Basic Training: FUNctional Fitness Jigsaw</li> <li>• Strength in Numbers</li> <li>• SportFit Basic Training: Romeo</li> </ul>	
<p>9.3.2.2 Participate several times per week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.</p>	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Logs</li> <li>• Pedometer Logs</li> <li>• SportFit Performance Log</li> <li>• Student Portfolio</li> <li>• Wellness Walking Weekly Logs</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio Updates – Me in My Environment</li> <li>• Create a Heart Rate Activity</li> <li>• Create Your Own SportFIT Program</li> <li>• Tabata Basic Training</li> <li>• iCycling Activity</li> <li>• Create Your Own iRun Program</li> <li>• iYoga</li> <li>• iCardio Kickboxing</li> <li>• iHITT</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• Heart Rate Unit</li> <li>• SportFIT</li> <li>• Tabata</li> <li>• Cycling</li> <li>• iRun</li> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>
<p>9.3.3.1 Explain appropriate techniques for resistance training machines, free weights, or body-weight exercises.</p>	<p>Strength Training:</p> <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Fun-day-mentals Jigsaw Notes</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Training: Shoulders</li> <li>• Basic Training: Arms</li> <li>• Basic Training: Legs</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• Strength Training</li> <li>• Strength Training</li> <li>• SportFIT</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> <li>• SportFit Performance Log</li> </ul>	<ul style="list-style-type: none"> <li>• SportFIT Basic Training: Kilo</li> </ul>	
<p>9.3.3.2 Analyze short- and long-term physiological responses to regular physical activity.</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Student MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Personally Fit Mini Lessons Goal Setting Strategies:                             <ul style="list-style-type: none"> <li>○ Action Planning</li> <li>○ Habits</li> </ul> </li> <li>Portfolio Updates                             <ul style="list-style-type: none"> <li>• Me in My Environment</li> <li>• The Progress Path</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• SPARKfit</li> </ul>
<p>9.3.3.3 Differentiate among types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, dynamic) for personal fitness development.</p>	<ul style="list-style-type: none"> <li>• SportFit Performance Log</li> <li>• Strength Training E-1 RM Log</li> </ul>	<ul style="list-style-type: none"> <li>• Create Your Own SportFit Program</li> <li>• Create Your Own Strength Training Program</li> </ul>	<ul style="list-style-type: none"> <li>• SportFit</li> <li>• Strength Training</li> </ul>
<p>9.3.3.4 Calculate target heart rate and apply that information to a personal fitness plan.</p>	<p>Heart Rate Unit: Heart Rate Monitor Log</p>	<ul style="list-style-type: none"> <li>• Cardiovascular Health</li> <li>• Heart Rate Zones</li> <li>• Target Heart</li> <li>• Create a Heart Rate Activity</li> <li>• Fitness Lab: Fitness Concepts - Aerobic</li> </ul>	<ul style="list-style-type: none"> <li>• Heart Rate Unit</li> <li>• Heart Rate Unit</li> <li>• Heart Rate Unit</li> <li>• Heart Rate Unit</li> <li>• SPARKfit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>9.3.3.5 Adjust pacing to keep one’s heart rate in the target zone using available technology to self-monitor aerobic intensity.</p>	<p>Heart Rate Monitor Log (SPARKfit Fitness Lab Assessment Tools)</p>	<ul style="list-style-type: none"> <li>• Heart Rate Zones</li> <li>• HIIT Basic Training</li> <li>• Cardio Kickboxing Basic Training</li> <li>• Aerobics Basic Training</li> <li>• Fitness Concepts - Aerobic</li> </ul>	<ul style="list-style-type: none"> <li>• Heart Rate Unit</li> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• SPARKfit Fitness Lab</li> </ul>
<p>9.3.4.1 Create a behavior modification plan that enhances a healthy active lifestyle in a college or career setting.</p>	<ul style="list-style-type: none"> <li>• SportFit Performance Log</li> <li>• Strength Training E-1 RM Log</li> </ul>	<ul style="list-style-type: none"> <li>• Create Your Own SportFit Program</li> <li>• Create Your Own Strength Training Program</li> <li>• Fitness Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>• SportFit</li> <li>• Strength Training</li> <li>• Social and Emotional Learning</li> </ul>
<p>9.3.4.2 Design a fitness program, including all components of health-related fitness, for a college student or an employee in the learner’s chosen field of work.</p>	<ul style="list-style-type: none"> <li>• SportFit Performance Log</li> <li>• Student Portfolio</li> <li>• Student MVPA Wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Create Your Own SportFit Program</li> <li>• Create Your Own Strength Training Program</li> </ul>	<ul style="list-style-type: none"> <li>• SportFit</li> <li>• Strength Training</li> </ul>
<p>9.3.5.1 Design a nutritional plan to maintain an appropriate energy balance that supports a healthy active lifestyle for a college student or an employee in the learner’s chosen field of work.</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Student MVPA Wellness Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition Concepts (NC1-NC10)</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit Fitness Lab</li> </ul>
<p>9.3.6.1 Explain how stress-management</p>	<p>Walk and Talk (Wellness Walking)</p>	<ul style="list-style-type: none"> <li>• Yoga Basic Training</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Wellness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
strategies in physical activity settings can reduce stress and effect health. For example: physical activities such as aerobic exercise, deep breathing, meditation, mental imagery, relaxation techniques.		<ul style="list-style-type: none"> <li>• Walk and Talk Fun-day-mentals Jigsaw</li> <li>• iCardio Kickboxing</li> <li>• iYoga</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Exhibit responsible personal and social behavior that respects self and others.</b>			
9.4.1.1 Employ effective self-management skills to analyze barriers and appropriately modify physical activity patterns as needed.	<ul style="list-style-type: none"> <li>• Fitness Personal Best Assessments</li> <li>• Student Portfolio</li> <li>• Student MVPA Wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Training: FUNctional Fitness Jigsaw</li> <li>• iHIIT (High Intensity Interval Training)</li> <li>• Create Your Own ST Program</li> <li>• Fitness Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• Group Fitness</li> <li>• Strength Training</li> <li>• Social and Emotional Learning</li> </ul>
9.4.2.1 Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity or social dance.	Specific Unit: <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK Event 101</li> <li>• Strength Training Adventure Race</li> <li>• Event: Dance Olympics</li> <li>• Cultural Diversity Through Dance</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK HS PE 101</li> <li>• Strength Training</li> <li>• Dance</li> <li>• Social and Emotional Learning</li> <li>• Social and Emotional Learning</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> <li>Character Ed Journaling Pages</li> </ul>	<ul style="list-style-type: none"> <li>Choreography Collaboration</li> </ul>	
<p>9.4.3.1 Apply positive communication skills and strategies to the completion of a group task in a physical activity setting.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>Character Matters Assessments</li> <li>Coulda, Shoulda, Woulda Character Ed Journaling Pages</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative Kickball</li> <li>Choreography Collaboration</li> <li>Communication Ball Challenge</li> <li>Spartan Adventure 101</li> <li>Kin-Ball Sport</li> <li>Ducks on the Pond <i>*See SPARK Inclusive for modifications to this lesson</i></li> <li>Cricket Adventure Race</li> <li>Fun-day-mentals Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>Positive Learning Environment</li> <li>Social and Emotional Learning</li> <li>Social and Emotional Learning</li> <li>Cooperatives: Adventure Racing</li> <li>Omnikin Activities</li> <li>Softball</li> <li>World Games: Cricket</li> <li>Flying Disc: Ultimate</li> </ul>
<p>9.4.3.2 Solve problems and think critically in physical activity or dance settings both as an individual and in groups.</p>	<p>Cooperatives: Orienteering Fun-day-mentals Jigsaw Notes</p>	<ul style="list-style-type: none"> <li>Kin-Ball Target</li> <li>Gallery Run</li> <li>The Island</li> <li>Score More!</li> <li>1-2-3's</li> <li>SPARK Event: The Navigational Invitational</li> </ul>	<ul style="list-style-type: none"> <li>Omnikin Activities</li> <li>Social and Emotional Learning</li> <li>Positive Learning Environment</li> <li>Orienteering</li> <li>Orienteering</li> <li>Orienteering</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>9.4.4.1 Apply best practices for safe participation in physical activity, exercise or dance. For example: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection.</p>	<p>SportFIT Performance Log</p>	<ul style="list-style-type: none"> <li>• SportFIT Fun-day-mentals Jigsaw</li> <li>• Kin-Ball Sport</li> <li>• SPARK Event: The Navigational Invitational</li> <li>• Spartan Adventure Race 201</li> <li>• Create Your Own Strength Training Program</li> </ul>	<ul style="list-style-type: none"> <li>• SportFIT</li> <li>• Omnikin Activities</li> <li>• Orienteering</li> <li>• Cooperatives: Adventure Racing</li> <li>• Strength Training</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</b></p>			
<p>9.5.1.1 Analyze the health benefits of a self-selected physical activity</p>	<ul style="list-style-type: none"> <li>• Dance Personal Best Think About...</li> <li>• Wellness Walking Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Dance Personal Best</li> <li>• Create Your Own SportFIT Workout</li> <li>• Walk-Jog-Run</li> <li>• Energy Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• SportFIT</li> <li>• Wellness Walking</li> <li>• Heart Rate Unit</li> </ul>
<p>9.5.2.1 Choose an appropriate level of challenge to experience success and</p>	<ul style="list-style-type: none"> <li>• SportFIT Performance Log</li> </ul>	<ul style="list-style-type: none"> <li>• Create Your Own SportFIT Workout</li> <li>• Personally Fit Mini Lessons: Personally</li> </ul>	<ul style="list-style-type: none"> <li>• SportFIT</li> <li>• SPARKfit</li> <li>• Heart Rate Unit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
desire to participate in a self-selected physical activity.		Fit Activity Challenges <ul style="list-style-type: none"> <li>• Heart Rate Zones</li> </ul>	
9.5.3.1 Select and participate in physical activities that meet the need for self-expression and enjoyment.	Dance: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Event: Dance Olympics</li> <li>• Create a Hip Hop Routine</li> <li>• Waltzing Royalty Jigsaw</li> <li>• Create Your Own SportFIT Program</li> <li>• iFitness</li> <li>• Cultural Diversity Through Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> <li>• SportFIT</li> <li>• iGames</li> <li>• Social and Emotional Learning</li> </ul>
9.5.4.1 Identify the opportunity for social support in a self-selected physical activity or dance.	Dance Fun-day-mentals Jigsaw Notes	<ul style="list-style-type: none"> <li>• Hip Hop Jigsaw</li> <li>• Cotton Eyed Joe Jigsaw</li> <li>• Waltzing Royalty Jigsaw</li> <li>• SPARK Event: Tournament of Tournaments</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> <li>• iGames</li> </ul>