

# SPARK Alignment with North Carolina Physical Education Standards

## 6<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Apply competent motor skills and movement patterns needed to perform a variety of physical activities			
PE.6.MS.1.1 – Use some specialized skills that are refined and appropriate for modified game play.	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>• Disc Throwing Stations</li> <li>• Stunts and Tumbling Buffet</li> <li>• Individual Juggling</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Stunts and Tumbling</li> <li>• World Games</li> </ul>
PE.6.MS.1.2 – Integrate locomotor and manipulative skills with a partner, in small-group, and in small-sided game situations.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme Rally</li> <li>• Passing and Receiving</li> <li>• Bullseye and Long Shot</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Football</li> <li>• Soccer</li> </ul>
PE.6.MS.1.3 – Explain the importance of practice to improve skill level.	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>• Volleyball Stations</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Volleyball</li> <li>• Hockey</li> </ul>
PE.6.MS.1.4 – Use movement combinations in rhythmic activities	Dance, Jump Rope: <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>• La Bomba Poco Loco</li> <li>• Create your own Merengue Move</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Jump Rope</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement</b>			
PE.6.MC.2.1 – Apply principles of practice and conditioning that enhance movement performance.	Fitness Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Personally Fit</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit (SPARKfamily.org)</li> </ul>
PE.6.MC.2.2 – Explain the mechanics of various skills or sequences of movement performance.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint and Jump Circuit</li> <li>• Advanced Shots</li> <li>• Target Ball</li> <li>• Dribbling to Open Space</li> </ul>	<ul style="list-style-type: none"> <li>• Track</li> <li>• Handball</li> <li>• Racquets and Paddles</li> <li>• Basketball</li> </ul>
PE.6.MC.2.3 – Explain when and why to use strategies and tactics within game play.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Volleyball</li> <li>• Zone and Player-to-Player Defenses</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Soccer</li> </ul>
PE.6.MC.2.4 – Use information from a variety of sources, both internal and external, in terms of their relevance to guiding, improving, and modifying performance.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint and Jump Circuit</li> <li>• Advanced Shots</li> <li>• Target Ball</li> <li>• Dribbling to Open Space</li> </ul>	<ul style="list-style-type: none"> <li>• Handball</li> <li>• Racquets and Paddles</li> <li>• Basketball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Understand the importance of achieving and maintaining a health-enhancing level of physical fitness			
PE.6.HF.3.1 – Apply strategies that result in the achievement of gender and age-related standards on approved fitness assessments.	Fitness: <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>• Personally Fit</li> </ul>	SPARKfit (SPARKfamily.org)
PE.6. HF.3.2 – Use a variety of self-paced aerobic activities, keeping in the appropriate target heart rate zone/perceived exertion levels, including cool-down and appropriate post-activity stretching.	Fitness: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Pedometer Log</li> <li>• Personally Fit Activity Challenge: In the Mood to Move</li> </ul>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Range of Motion Circuit</li> <li>• Balancing Strength and Flexibility Circuit</li> <li>• Introduction to Yoga</li> <li>• Introduction to Pilates</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Unit</li> <li>• Fitness Unit</li> <li>• Fitness Unit</li> <li>• Fitness Unit</li> <li>• Fitness Unit</li> </ul>
PE.6.HF.3.3 – Evaluate personal fitness programs in terms of the basic principles of training.	Fitness: <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>• Personally Fit</li> </ul>	SPARKfit (SPARKfamily.org)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Use behavioral strategies that are responsible and enhance respect of self and others and value activity			
PE.6.PR.4.1 – Use appropriate strategies to seek greater independence from adults when completing tasks.	Create a Game Task Card	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• Adventure Racing 101</li> <li>• Volleyball Xtreme</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Cooperatives</li> <li>• Volleyball</li> <li>• Jump Rope</li> </ul>
PE.6.PR.4.2 – Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Coulda, Shoulda, Woulda (Cooperatives)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross the Great Divide</li> <li>• Radioactive River</li> <li>• Karrimor International Mountain Marathon</li> <li>• Centipede Pass</li> <li>• Indiana Jones</li> <li>• Corridor Challenge</li> <li>• Hands Free</li> <li>• Final Cooperative Adventure Race</li> <li>• Partner Stunts</li> <li>• Advanced Shots</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Stunts and Tumbling</li> <li>• Handball</li> </ul>
PE.6.PR.4.3 – Analyze conflicts that arise in competitive activities to determine the most appropriate ways of resolving conflicts.	Create-a-Dance Task Card	<ul style="list-style-type: none"> <li>• Nutrition Team Challenge</li> <li>• Create a 4-Wall Line Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Dance</li> </ul>

7<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Apply competent motor skills and movement patterns needed to perform a variety of physical activities			
PE.7.MS.1.1 – Execute complex combinations of movements specific to game, sport, or physical activity settings in at least one of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance, or gymnastics.	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>• Disc Throwing Stations</li> <li>• Stunts and Tumbling Buffet</li> <li>• Individual Juggling</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Stunts and Tumbling</li> <li>• World Games</li> </ul>
PE.7.MS.1.2 – Illustrate fundamental motor skills and complex skills that contribute to movement proficiency in small-sided game situations.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme Rally</li> <li>• Passing and Receiving</li> <li>• Bullseye and Long Shot</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Football</li> <li>• Soccer</li> </ul>
PE.7.MS.1.3 – Execute basic offensive and defensive strategies for invasion game or net/wall 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>• Volleyball Stations Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Volleyball</li> <li>• Hockey</li> </ul>
PE.7.MS.1.4 – Create movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.	Dance, Jump Rope: <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>• La Bomba Poco Loco</li> <li>• Create your own Merengue Move</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Jump Rope</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement			
PE.7.MC.2.1 – Apply concepts from other disciplines, such as physics, to movement skills.	Fitness Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint and Jump Circuit</li> <li>• Advanced Shots</li> <li>• Target Ball</li> <li>• Dribbling to Open Space</li> </ul>	<ul style="list-style-type: none"> <li>• Track</li> <li>• Handball</li> <li>• Racquets and Paddles</li> <li>• Basketball</li> <li>•</li> </ul>
PE.7.MC.2.2 – Contrast information from a variety of sources, both internal and external, in terms of their relevance to guiding, improving, and modifying performance.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint and Jump Circuit</li> <li>• Advanced Shots</li> <li>• Target Ball</li> <li>• Dribbling to Open Space</li> </ul>	<ul style="list-style-type: none"> <li>• Handball</li> <li>• Racquets and Paddles</li> <li>• Basketball</li> </ul>
PE.7.MC.2.3 – Apply game strategies and tactics at appropriate times in appropriate ways.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Volleyball</li> <li>• Zone and Player-to-Player Defenses</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Soccer</li> </ul>
PE.7.MC.2.4 – Understand the relationship between one’s social life and healthy habits, such as physical activity, nutrition, and sleep.	Fitness Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Personally Fit</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit (SPARKfamily.org)</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Understand the importance of achieving and maintaining a health-enhancing level of physical fitness			
PE.7.HF.3.1 – Use the gender- and age-related health-related physical fitness standards defined by an approved fitness assessment to self-evaluate fitness levels.	Fitness: <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>• Personally Fit</li> </ul>	SPARKfit (SPARKfamily.org)
PE.7.HF.3.2 – Analyze data to examine the relationship between physical activity and caloric intake.	Fitness: <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>• Personally Fit</li> </ul>	SPARKfit (SPARKfamily.org)
PE.7.HF.3.3 – Illustrate a variety of training methods.	<ul style="list-style-type: none"> <li>• Pedometer Log</li> <li>• Personally Fit Activity Challenge: In the Mood to Move</li> </ul>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Range of Motion Circuit</li> <li>• Balancing Strength and Flexibility Circuit</li> <li>• Introduction to Yoga</li> <li>• Introduction to Pilates</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Unit</li> <li>• Fitness Unit</li> <li>• Fitness Unit</li> <li>• Fitness Unit</li> <li>• Fitness Unit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Use behavioral strategies that are responsible and enhance respect of self and others and value activity			
PE.7.PR.4.1 – Contrast between appropriate and inappropriate strategies to seek greater independence from adults when completing assigned tasks.	Create a Game Task Card	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• Adventure Racing 101</li> <li>• Volleyball Xtreme</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Cooperatives</li> <li>• Volleyball</li> <li>• Jump Rope</li> </ul>
PE.7.PR.4.2 – Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul> Coulda, Shoulda, Woulda (Cooperatives)	<ul style="list-style-type: none"> <li>• Cross the Great Divide</li> <li>• Radioactive River</li> <li>• Karrimor International Mountain Marathon</li> <li>• Centipede Pass</li> <li>• Indiana Jones</li> <li>• Corridor Challenge</li> <li>• Hands Free</li> <li>• Final Cooperative Adventure Race</li> <li>• Partner Stunts</li> <li>• Advanced Shots</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Stunts and Tumbling</li> <li>• Handball</li> </ul>
PE.7.PR.4.3 – Understand the role of diversity in physical activity, respecting limitations and strengths of members of a variety of groups.	Create-a-Dance Task Card	<ul style="list-style-type: none"> <li>• Nutrition Team Challenge</li> <li>• Create a 4-Wall Line Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Dance</li> </ul>



8<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Apply competent motor skills and movement patterns needed to perform a variety of physical activities			
PE.8.MS.1.1 – Execute proficiently some complex combinations of movements specific to a game, sport, or physical activity settings in at least one of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance, or gymnastics.	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>• Disc Throwing Stations</li> <li>• Stunts and Tumbling Buffet</li> <li>• Individual Juggling</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Stunts and Tumbling</li> <li>• World Games</li> </ul>
PE.8.MS.1.2 – Analyze fundamental motor skills and specialized skills that contribute to movement proficiency in small-sided game situations	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme Rally</li> <li>• Passing and Receiving</li> <li>• Bullseye and Long Shot</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Football</li> <li>• Soccer</li> </ul>
PE.8.MS.1.3 – Apply basic strategies and tactics that contribute to successful participation.	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>• Volleyball Stations</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Volleyball</li> <li>• Hockey</li> </ul>
PE.8.MS.1.4 – Use movement and combinations in rhythmic activities with an emphasis on keeping to the	Dance, Jump Rope: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• La Bomba Poco Loco</li> <li>• Create your own</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Jump Rope</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
beat of the music.	<ul style="list-style-type: none"> <li>Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Merengue Move</li> <li>Create a Routine</li> </ul>	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement</b>			
PE.8.MC.2.1 – Integrate increasingly complex discipline-specific knowledge, such as biomechanics, with movement skills.	Specific Unit: <ul style="list-style-type: none"> <li>Peer Coach</li> <li>Self-Check</li> <li>Teacher Rubric</li> <li>Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>Sprint and Jump Circuit</li> <li>Dribbling to Open Space</li> </ul>	<ul style="list-style-type: none"> <li>Track</li> <li>Basketball</li> </ul>
PE.8.MC.2.2 – Compare movement concepts and principles, and critical elements of activity, of performances representing different levels of skill.	Specific Unit: <ul style="list-style-type: none"> <li>Peer Coach</li> <li>Self-Check</li> <li>Teacher Rubric</li> <li>Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Shots</li> <li>Target Ball</li> </ul>	<ul style="list-style-type: none"> <li>Handball</li> <li>Racquets and Paddles</li> </ul>
PE.8.MC.2.3 – Integrate strategies and tactics within game play.	Specific Unit: <ul style="list-style-type: none"> <li>Peer Coach</li> <li>Self-Check</li> <li>Teacher Rubric</li> <li>Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>Mini-Volleyball</li> <li>Zone and Player-to-Player Defenses</li> </ul>	<ul style="list-style-type: none"> <li>Volleyball</li> <li>Soccer</li> </ul>
PE.8.MC.2.4 – Generate complex movement concepts that can be	Specific Unit: <ul style="list-style-type: none"> <li>Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Shots</li> <li>Target Ball</li> </ul>	<ul style="list-style-type: none"> <li>Handball</li> <li>Racquets and</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
used to refine learned skills and to acquire new advanced skills.	<ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Written Tests</li> </ul>		Paddles

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Understand the importance of achieving and maintaining a health-enhancing level of physical fitness			
PE.8.HF.3.1 – Evaluate progress toward achieving health-related fitness standards, using the results to make improvements.	Fitness: <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>• Personally Fit</li> </ul>	SPARKfit (SPARKfamily.org)
PE.8.HF.3.2 – Summarize the potential short- and long-term physical, social, and emotional impacts of physical activity as a positive lifestyle choice.	Fitness: <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>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Range of Motion Circuit</li> <li>• Balancing Strength and Flexibility Circuit</li> <li>• Introduction to Yoga</li> <li>• Introduction to</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Unit</li> <li>• Fitness Unit</li> <li>• Fitness Unit</li> <li>• Fitness Unit</li> <li>• Fitness Unit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Pilates	
PE.8.HF.3.3 – Use a variety of resources to assess, monitor, and improve fitness.	<ul style="list-style-type: none"> <li>• Pedometer Log</li> <li>• Personally Fit Activity Challenge: In the Mood to Move</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Basic Exercise Techniques</li> <li>• Fitness in the Middle</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Unit</li> <li>• Fitness Unit</li> <li>• Fitness Unit</li> <li>• Fitness Unit</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Use behavioral strategies that are responsible and enhance respect of self and others and value activity</b>			
PE.8.PR.4.1 – Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Coulda, Shoulda, Woulda (Cooperatives)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross the Great Divide</li> <li>• Radioactive River</li> <li>• Karrimor International Mountain Marathon</li> <li>• Centipede Pass</li> <li>• Indiana Jones</li> <li>• Corridor</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Stunts and Tumbling</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Challenge <ul style="list-style-type: none"> <li>• Hands Free</li> <li>• Final Cooperative Adventure Race</li> <li>• Partner Stunts</li> <li>• Advanced Shots</li> </ul>	<ul style="list-style-type: none"> <li>• Handball</li> </ul>
PE.8.PR.4.2 – Exemplify well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.	Create a Game Task Card	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• Adventure Racing 101</li> <li>• Volleyball Xtreme</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Cooperatives</li> <li>• Volleyball</li> <li>• Jump Rope</li> </ul>
PE.8.PR.4.3 – Compare factors in different cultures that influence the choice of physical activity and nutrition.	Create-a-Dance Task Card	<ul style="list-style-type: none"> <li>• Nutrition Team Challenge</li> <li>• Create a 4-Wall Line Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Dance</li> </ul>