

SPARK Alignment with New Mexico Physical Education Standards
 Grades 6-8
 (MS Version 2011)

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.				
6	Using basic team sport skills, students will reproduce sequences of combined skills in practice situations and modified games (i.e., basketball: pivot and shoot; receive a pass and dribble; soccer: receive and control; dribble and shoot; baseball/softball: run and slide; catch and throw, etc.)	Specific Unit Teacher Rubrics, Peer Coach and Self Checks	<ul style="list-style-type: none"> • Give and Go with Post Players • Quick-Play Mini-Football • Corner-to-Corner Pass and Go • Keep Away (2-on-1) • 7v7 Modified Softball 	<ul style="list-style-type: none"> • Basketball • Football • Soccer • Hockey • Softball
6	Using basic individual activity skills, students will reproduce sequences of combined skills in practice situations and modified activities (i.e., table tennis: stance, grip, serve, return-forehand/backhand; aerobic: in rhythm high step, squat step, boxes, grapevine, low march; roller blades: stand up, "V" push, turn, stop, etc.).	Specific Unit Teacher Rubrics, Peer Coach and Self Checks	<ul style="list-style-type: none"> • Chip and Put Course • Serve, Return, Catch • Target Ball • Individual Trick Circuit 	<ul style="list-style-type: none"> • Golf • Handball • Racquets and Paddles • Jump Rope
7-8	Using basic team sport skills,	Specific Unit Teacher	<ul style="list-style-type: none"> • 2 Pitch Stickball 	<ul style="list-style-type: none"> • Softball

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	students will display a combination of skills in response to a variety of game situations (i.e., basketball: receive, pivot, dribble, shoot; soccer: receive, control, dribble, pass/shoot; baseball/softball: batting, base running, sliding, etc.)	Rubrics, Peer Coach and Self Checks	<ul style="list-style-type: none"> • Volley Tennis • Mini-Hockey • 3-Catch Disc 	<ul style="list-style-type: none"> • Volleyball • Hockey • Flying Disc
7-8	Using basic individual activity skills, students will display a combination of skills in response to a variety of activity situations (i.e., tennis: serve, center court, forehand; golf: drive, chip, pitch, putt determined by lay of the ball; wall climbing: “on belay,” 3-point contact, climb with legs, stabilize with arms, etc.)	Specific Unit Teacher Rubrics, Peer Coach and Self Checks	<ul style="list-style-type: none"> • Stability Ball and Medicine Ball • Creating Combinations • Target Golf • Advanced Shots • Distance and Accuracy Disc Throw 	<ul style="list-style-type: none"> • Fitness • Stunts • Golf • Handball • Flying Disc
6	For team sports, in a practice situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to attempt to move to open space	Specific Unit Teacher Rubrics, Peer Coach and Self Checks	<ul style="list-style-type: none"> • Defense • Defensive Challenge • Zone Defense 	<ul style="list-style-type: none"> • Football • Basketball • Hockey
6	For dual sports, during practice and game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court	Specific Unit Teacher Rubrics, Peer Coach and Self Checks	<ul style="list-style-type: none"> • Target Ball • Singles/Doubles Game Play • Extreme Rally 	<ul style="list-style-type: none"> • Handball • Handball • Racquets and Paddles

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	position, offensive and defensive strokes, placement of projectile and court position in relation to partner.			
7-8	For team sports, in a game situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to move to open space	Specific Unit Teacher Rubrics, Peer Coach and Self Checks	<ul style="list-style-type: none"> • Zone and Person Defense • Zone and Player-to-Player Defenses • Zone and Player-to-Player Defenses 	<ul style="list-style-type: none"> • Flying Disc • Basketball • Soccer
7-8	For dual sports, during game situations, students will reproduce sequences of basic techniques and skills consisting of: footwork, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner.	Specific Unit Teacher Rubrics, Peer Coach and Self Checks	<ul style="list-style-type: none"> • Extreme Rally • Singles, Doubles Game Play • Royal Court 	<ul style="list-style-type: none"> • Handball • Racquets and Paddles • Racquets and Paddles

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills.				
6	Describe how changing effort affects the outcome of a sport skill (i.e., tennis: smash versus lob; basketball: lay up versus three-point shot; track: long distance run versus sprint, etc.)	Sample debrief question: <i>How do body rotation, opposition, weight transfer and follow-through affect a thrown ball?</i>	<ul style="list-style-type: none"> • Passing and Receiving • Shot Put • Distance and Accuracy 	<ul style="list-style-type: none"> • Football • Track • Flying Disc
7-8	Describe how spatial relationships with other players affect outcomes during playing situations (i.e., badminton: up and back or side by side position; basketball: one on one or zone; soccer: outcomes of passing and receiving, etc.)	Specific Unit Written Tests	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Defense • Zone and Person Defense • Zone and Player-to-Player Defenses • Zone Defense 	<ul style="list-style-type: none"> • Basketball • Football • Flying Disc • Soccer • Hockey
6	Use increasingly complex skills and movements to achieve the desired level of motor skill and performances (i.e., progress from dribbling without opposition to dribbling with opposition to dribbling in a game situation, etc.).	Specific Unit Teacher Rubrics, Peer Coach and Self Checks	<ul style="list-style-type: none"> • Advanced Progressions • Advanced Shots • Serving Challenges 	<ul style="list-style-type: none"> • Stunts and Tumbling • Handball • Volleyball
7-8	Detect and correct errors in personal performance, based on knowledge of results, while	Specific Unit Peer Coach and Self Checks	<ul style="list-style-type: none"> • Self-Guided Tour • Individual Juggling • Putting to Targets 	<ul style="list-style-type: none"> • Stunts and Tumbling • World Games • Golf

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	participating in selected activities			
7-8	Analyze a task to identify movement skills, how they are sequenced and how they are applied to produce a desired outcome.	Specific Unit Peer Coach and Self Checks	<ul style="list-style-type: none"> • Self-Guided Tour • Hip Hop Basic Moves Jigsaw • Merengue Jigsaw 	<ul style="list-style-type: none"> • Stunts and Tumbling • Dance • Dance
6-8	Apply knowledge of results to correct and improve future performance	Specific Unit Peer Coach and Self Checks	<ul style="list-style-type: none"> • Individual Trick Circuit • Stunts and Tumbling Buffet • Disc Throwing Stations 	<ul style="list-style-type: none"> • Jump Rope • Stunts and Tumbling • Flying Disc
6-8	Demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.)	Specific Unit Peer Coach and Self Checks	<ul style="list-style-type: none"> • Introduction to the Serve • Introduction to the Handball Serve • Serving Challenges 	<ul style="list-style-type: none"> • Racquets and Paddles • Handball • Volleyball

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.				
6	List and describe the benefits of setting personal fitness goals	Sample debrief question: <i>What are the benefits of setting fitness goals?</i>	Personally Fit <i>(SPARKfamily.org)</i>	Personally Fit <i>(SPARKfamily.org)</i>
6	Maintain heart rate within the target heart rate zone (i.e., demonstrate proper technique of taking heart rate, explain target heart rate zone, etc.)	<i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Daytona 2000 • Create a Routine (Aerobic Capacity) 	Fitness
6	Choose physical activities with the intent to improve and or maintain each of the following health-related fitness components: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warmup, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning	Fitness Unit Written Test Sample debrief question: <i>What are some activities that are effective in improving each of the health-related physical fitness components?</i>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	Fitness

	activities, aerobic/anaerobic activities, weight training, etc.).		<ul style="list-style-type: none"> • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Introduction to Yoga • Introduction to Pilates • Combining Aerobic Capacity and Flexibility • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	
7-8	Analyze and interpret personal fitness data in order to establish personal fitness/activity goals	Personally Fit (<i>SPARKfamily.org</i>)		
7-8	Maintain heart rate within the target heart rate zone (i.e., apply personal target heart rate data into an individualized personal physical activity, etc.)	<i>Gotta Have Heart</i> <i>Extension: Recovery Heart Rate</i> Sample debrief Question: <i>What is the heart-rate range that is necessary to increase your aerobic capacity?</i>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Daytona 2000 • Create a Routine (Aerobic Capacity) 	Fitness
7-8	Choose and record levels of	Personally Fit	<ul style="list-style-type: none"> • Gotta Have Heart 	Fitness

	<p>participation in physical activities with the intent to improve and or maintain each of the following components of health-related fitness: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm-up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.).</p>	<p><i>(SPARKfamily.org)</i></p>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Heart Rate Highway • Daytona 2000 • Create a Routine (Aerobic Capacity) • Basic Exercise Techniques • Balancing Strength and Flexibility Circuit • Combining Aerobic Capacity and Flexibility • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	
6	<p>Comprehend the benefits of physical activity (i.e., list and describe the health risks associated with an inactive lifestyle, list and describe the benefits of active lifestyles, etc.)</p>	<p>Sample debrief question: <i>What are some benefits from participating in fitness</i></p>	<ul style="list-style-type: none"> • Fun and Fitness Circuit • SPARK Events • Throw and Sprint Circuit 	<ul style="list-style-type: none"> • ASAP • Various Units • Track

		<i>activities? In team activities? In learning specific sport skills?</i>		
6	Recognize the difference between anaerobic and aerobic fitness activities	Sample debrief question: <i>What activities did you do today that were aerobic? Anaerobic? What is the difference between the two?</i>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	Fitness
7-8	Analyze and illustrate the benefits of physical activity (i.e., differentiate inactive versus active lifestyle)	Sample debrief question: <i>What are the benefits over time of participating in physical activities and exercise on a regular basis?</i>	<ul style="list-style-type: none"> • Fun and Fitness Circuit • SPARK Events • Throw and Sprint Circuit 	<ul style="list-style-type: none"> • ASAP • Various Units • Track
7-8	Outline the health risk factors associated with an inactive lifestyle versus an active lifestyle, etc.)	Fitness Unit Test	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway 	Fitness

7-8	Compare and contrast the difference between aerobic and anaerobic fitness activities	<p>Sample debrief question: <i>What activities did you do today that were aerobic? Anaerobic? What is the difference between the two?</i></p>	<ul style="list-style-type: none"> ● Gotta Have Heart ● Aerobic Capacity Circuit ● Heart Rate Highway ● Basic Exercise Techniques ● Fitness in the Middle ● Resistance Band Workout ● Stability Ball and Medicine Ball Workout 	Fitness
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Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.				
6-8	Engage in appropriate physical activity that results in the development of cardiovascular endurance	Fitness: <ul style="list-style-type: none"> • MS Unit Written Tests • Teacher Rubrics 	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Combining Aerobic Capacity and Flexibility 	Fitness
6-8	Select appropriate fitness activities that require muscular strength and muscular endurance	Fitness: <ul style="list-style-type: none"> • MS Unit Written Tests • Teacher Rubrics 	<ul style="list-style-type: none"> • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Balancing Strength and Flexibility Circuit 	Fitness
6-8	Comprehend the benefits of flexibility	Fitness: <ul style="list-style-type: none"> • MS Unit Written Tests • Teacher Rubrics 	<ul style="list-style-type: none"> • Range of Motion Circuit • Balancing Strength and Flexibility Circuit 	Fitness

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			<ul style="list-style-type: none"> • Introduction to Yoga • Introduction to Pilates • Combining Aerobic Capacity and Flexibility 	
6-8	Explain the benefits of a healthy body composition	Fitness: <ul style="list-style-type: none"> • MS Unit Written Tests • Teacher Rubrics 	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	Fitness
7-8	Analyze appropriate physical activities that result in the development of cardiovascular endurances	Fitness: <ul style="list-style-type: none"> • MS Unit Written Tests • Teacher Rubrics 	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Combining Aerobic Capacity and Flexibility 	Fitness
7-8	Demonstrate and identify fitness activities that require muscular strength and muscular	Fitness: <ul style="list-style-type: none"> • MS Unit Written 	<ul style="list-style-type: none"> • Basic Exercise Techniques 	Fitness

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	endurance	Tests <ul style="list-style-type: none"> • Teacher Rubrics 	<ul style="list-style-type: none"> • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Balancing Strength and Flexibility Circuit 	
7-8	Select appropriate flexibility activities	Fitness: <ul style="list-style-type: none"> • MS Unit Written Tests • Teacher Rubrics 	<ul style="list-style-type: none"> • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Introduction to Yoga • Introduction to Pilates • Combining Aerobic Capacity and Flexibility 	Fitness
7-8	Identify the benefits of a healthy body composition versus the risks of an unhealthy body composition	Fitness: <ul style="list-style-type: none"> • MS Unit Written Tests • Teacher Rubrics 	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition 	Fitness

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			BINGO <ul style="list-style-type: none"> • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	
6	Comprehend personal fitness data and recognize individual strengths and weaknesses	Personally Fit	<ul style="list-style-type: none"> • Personally Fit Wellness Extensions 	Personally Fit <i>SPARKfamily.org</i>
7-8	Analyze personal fitness data and evaluate individual strengths and weaknesses	Personally Fit	<ul style="list-style-type: none"> • Personally Fit Wellness Extensions 	Personally Fit <i>SPARKfamily.org</i>
6	Comprehend personal fitness data and recognize individual strengths and weaknesses	Personally Fit	<ul style="list-style-type: none"> • Personally Fit Wellness Extensions 	Personally Fit <i>SPARKfamily.org</i>
6	Choose appropriate physical activities to maintain and or improve strengths and weaknesses	Personally Fit	<ul style="list-style-type: none"> • Personally Fit Wellness Extensions 	Personally Fit <i>SPARKfamily.org</i>
7-8	Analyze personal fitness data and evaluate individual strengths and weaknesses	Personally Fit	<ul style="list-style-type: none"> • Personally Fit Wellness Extensions 	Personally Fit <i>SPARKfamily.org</i>
7-8	Generate an appropriate physical fitness plan to maintain and or improve strengths and weaknesses	Personally Fit	<ul style="list-style-type: none"> • Personally Fit Wellness Extensions 	Personally Fit <i>SPARKfamily.org</i>
6	Identify the components of a fitness program and apply them to personal fitness plans (i.e., include more aerobic activities, adjust sets and reps in	Personally Fit	<ul style="list-style-type: none"> • Personally Fit Wellness Extensions 	Personally Fit <i>SPARKfamily.org</i>

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	strength programs, etc.)			
7-8	Analyze the effectiveness of current fitness programs and revise physical fitness activities to meet fitness goals (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.)	Personally Fit	<ul style="list-style-type: none"> Personally Fit Wellness Extensions 	Personally Fit <i>SPARKfamily.org</i>

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Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.				
6-8	Use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.)	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness
6-8	Follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed-upon consequences when officiating, etc.)	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Final Cooperative Adventure Race • Cross the Great Divide • Radioactive River 	Cooperatives
6-8	Follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.)	Not specifically addressed in SPARK activities		

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
6-8	Identify a bullying situation and respond appropriately (i.e., refer to specific district “bully proofing” programs/parameters, go to a safe adult when in an unsafe situation, etc.)	Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race • Team Events 	Cooperatives Various Units
6-8	Identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.)	Not specifically addressed in SPARK activities		
6-8	Accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.)	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race • Team Events 	Cooperatives Various Units
6-8	Identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check 	<ul style="list-style-type: none"> • Phone Home • Down the Line • Radio Control • Turnstile 	Cooperatives

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	game/activity rules, etc.)	<ul style="list-style-type: none"> • Teacher Rubrics • Coulda Shoulda Woulda (all units) 		
6-8	Recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.)	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Adventure Racing 101 • Cross the Pond • Log Jam • Poker Adventure Race 	Cooperatives
6-8	List coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.)	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Adventure Racing 101 • Cross the Pond • Log Jam • Poker Adventure Race 	Cooperatives
6-8	When in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.)	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Cross the Great Divide • Radioactive River • Karrimor International Mountain Marathon 	Cooperatives

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
6-8	Identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee's decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.)	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race • Team Events 	Cooperatives Various Units
6-8	Demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.)	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race • Team Events 	Cooperatives Various Units
6-8	Explain aspects of cooperative activities	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Seconds to Spare • Centipede Pass • Indiana Jones • Corridor Challenge • Hands Free • Final Cooperative Adventure Race 	Cooperatives
6-8	Participate positively in team building/cooperative activities	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests 	<ul style="list-style-type: none"> • Corridor Challenge • Hands Free • Final Cooperative 	Cooperatives

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		<ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	Adventure Race <ul style="list-style-type: none"> • Cross the Great Divide • Radioactive River • Karrimor International Mountain Marathon 	
6-8	Apply listening skills	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Phone Home • Down the Line • Radio Control • Turnstile 	Cooperatives
6-8	Explain different styles of leadership skills	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race • Team Events 	Cooperatives Various Units
6-8	Demonstrate importance of positive attitudes (i.e., communication, body language and listening skills, etc.)	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach 	<ul style="list-style-type: none"> • Phone Home • Down the Line • Radio Control • Turnstile 	Cooperatives

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		<ul style="list-style-type: none"> • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 		
6-8	Explain what it means to be a good team player	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race • Team Events 	Cooperatives Various Units
6-8	Analyze cause and effect during physical activities	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Phone Home • Down the Line • Radio Control • Turnstile 	Cooperatives

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.				
6	Identify/explain the role of games, sports and dance in getting to know and understand various cultures	World Games: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric • Unit Test 	<ul style="list-style-type: none"> • Sepak Takraw • Kin-Ball Sport • Modified Cricket • Corazon Espinado Poco Loco • La Bomba Poco Loco • Merengue Sweetheart • The Korobushka Jigsaw • The Norwegian Polka 	<ul style="list-style-type: none"> • World Games • World Games • World Games • Dance • Dance • Dance • Dance • Dance
6	Distinguish the differences between varying cultures and their “native” sports/activities	World Games: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric • Unit Test 	<ul style="list-style-type: none"> • Sepak Takraw • Kin-Ball Sport • Modified Cricket 	World Games
7-8	Describe why certain sports/dances/activities are more prevalent in specific countries/cultures	World Games: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric • Unit Test 	<ul style="list-style-type: none"> • Sepak Takraw • Kin-Ball Sport • Modified Cricket • Corazon Espinado Poco Loco • La Bomba Poco Loco • Merengue Sweetheart • The Korobushka 	<ul style="list-style-type: none"> • World Games • World Games • World Games • Dance • Dance • Dance • Dance • Dance

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			Jigsaw <ul style="list-style-type: none"> The Norwegian Polka 	
7-8	Describe why “I” (student) participate in certain sports/dance/activities based on my culture	World Games: <ul style="list-style-type: none"> Self Check Peer Coach Teacher Rubric Unit Test 	<ul style="list-style-type: none"> Corazon Espinado Poco Loco La Bomba Poco Loco Merengue Sweetheart The Korobushka Jigsaw The Norwegian Polka 	Dance
7-8	Research and present an unfamiliar game or dance from another country	World Games: <ul style="list-style-type: none"> Self Check Peer Coach Teacher Rubric Unit Test 	<ul style="list-style-type: none"> Sepak Takraw Kin-Ball Sport Modified Cricket 	World Games
6-8	Understand the need for game modifications to allow persons with special needs to participate	Sample debrief question: <i>What modifications did you or could you make to your game to facilitate the participation of an individual with special needs?</i>	<ul style="list-style-type: none"> Modified Team Handball Modified Team Handball Volleyball Xtreme 	<ul style="list-style-type: none"> World Games Softball Volleyball
6-8	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these	World Games: <ul style="list-style-type: none"> Self Check Peer Coach 	<ul style="list-style-type: none"> Partner Juggling Sepak Pass and Serve Kin-Ball 4-Square 	World Games

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	differences can enhance group activities	<ul style="list-style-type: none"> • Teacher Rubric • Unit Test 	<ul style="list-style-type: none"> • Back to the Hoop 	
6-8	Participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.)	Activities involving simulated handicapping conditions not specifically addressed		
6-8	Describe the social dynamics that occur when peers participate with partners in cooperative activities	Cooperatives: <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Pattern Tosses • Adventure Racing 101 • Cross the Pond • Log Jam • Poker Adventure Race • Seconds to Spare • Centipede Pass • Indiana Jones • Corridor Challenge • Hands Free • Final Cooperative Adventure Race • Cross the Great Divide • Radioactive River • Karrimor International Mountain Marathon 	Cooperatives
6-8	Initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.)			

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
6-8	Explain/describe how media influences our consumer choices and personal/physical self-concept	Media influences not specifically addressed in SPARK MS curriculum		
6-8	Describe differences between healthy bodies and media-generated bodies			
6-8	Produce a media advertisement that promotes the benefits of an active and healthy lifestyle			

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.				
6-8	Identify a variety of physical activities that will provide satisfaction and lead to continued participation	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Daytona 2000 • Create a Routine (Aerobic Capacity) 	Fitness
6-8	Choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e., at school during self-selection times, after-school free time, teams, lessons, family recreation, etc.)	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Ultimate Flying Disc • A Round of Golf • Royal Court 	<ul style="list-style-type: none"> • Flying Disc • Golf • Racquets and Paddles
6-8	Identify benefits of participating in physical activities throughout one's lifetime (i.e., discussion, lists, outline, role playing, etc.)	Fitness: <ul style="list-style-type: none"> • MS Unit Written Tests • Teacher Rubrics 	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Combining Aerobic Capacity and Flexibility • Basic Exercise 	Fitness

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			Techniques <ul style="list-style-type: none"> • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Balancing Strength and Flexibility Circuit • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Introduction to Yoga • Introduction to Pilates 	
6-8	Show a desire to improve one's own physical ability, fitness level and performance (i.e., fitness journals, activity calendars, fitness level assessments, etc.)	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit <i>(SPARKfamily.org)</i>	
6	Identify opportunities in school and community that encourage/allow for regular participation in physical activity (i.e., community bulletin boards, online searches, class discussions, etc.)	Personally Fit <i>(SPARKfamily.org)</i>		
6	Actively choose and join in on	Personally Fit Activity		

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	new activities in and out of the school environment (i.e., recess, self-selection times, after-school clubs, family recreation time, etc.).	Challenge: In the Mood to Move	Personally Fit (<i>SPARKfamily.org</i>)	
7-8	Develop a matrix of available school and community physical activity resources	Personally Fit (<i>SPARKfamily.org</i>)		
7-8	Demonstrate a willingness to try an unfamiliar position within the context of a practice or a game situation (i.e., offense versus defense, guard versus forward, catcher versus pitcher, etc.).	Various Unit Teacher Rubrics	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Quick-Play Mini-Football • Zone and Player-to-Player Defenses • Mini-Hockey • 7v7 Modified Softball 	<ul style="list-style-type: none"> • Basketball • Football • Soccer • Hockey • Softball
6-8	Identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race • Team Events 	Cooperatives Various Units
6-8	Appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates' and opponents' contributions, enjoy physical activity for its	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics • Coulda Shoulda 	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race 	Cooperatives

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	own sake, etc.	Woulda (all units)	<ul style="list-style-type: none"> • Team Events 	Various Units
6-8	Sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.)	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Partner Stunts • Create a Hip Hop Routine • Baton Relay • Track and Field Adventure Race 	<ul style="list-style-type: none"> • Stunts • Dance • Track • Track
6-8	Identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.)	Dance/Stunts: <ul style="list-style-type: none"> • Self Check • Teacher Rubric 	<ul style="list-style-type: none"> • Create a Hip Hop Routine • Create your own Swing Moves • Creating Combinations • Stunts and Tumbling Buffet • Create a Routine 	<ul style="list-style-type: none"> • Dance • Dance • Stunts • Stunts • Stunts
6-8	Demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.)	Dance/Stunts: <ul style="list-style-type: none"> • Self Check • Teacher Rubric 	<ul style="list-style-type: none"> • Create a Hip Hop Routine • Create your own Swing Moves • Creating Combinations • Stunts and Tumbling Buffet • Create a Routine 	<ul style="list-style-type: none"> • Dance • Dance • Stunts • Stunts • Stunts
6-8	Identify and describe personal feelings resulting from			

Grade	Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.)	Personally Fit <i>(SPARKfamily.org)</i>		
6-8	Exhibit appropriate protocol during dance, fine arts or other physical activity events	Dance: <ul style="list-style-type: none"> • Teacher Rubric • Self Check • Peer Coach 	<ul style="list-style-type: none"> • Swing Etiquette and Basics • Merengue Etiquette Basics 	<ul style="list-style-type: none"> • Dance • Dance