

## SPARK Alignment with New Hampshire Physical Education Standards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>K-2 (2008 Version)</b>			
Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, Directions</li> <li>• Body Management and Balance</li> <li>• Animal Balancing Act</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Demonstrate understanding of movement concepts, principles, and performance of physical activities.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Movement Concepts Using Hoops</li> <li>• Pairs Combining Movement Concepts</li> <li>• Scarf Exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Manipulatives</li> </ul>
Participate regularly in physical activity.	Games Rubric	<ul style="list-style-type: none"> <li>• Catch and Chase</li> <li>• 2-Square</li> <li>• Switcheroo!</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Recess Activities</li> <li>• Recess Activities</li> </ul>
Achieve and maintain a health enhancing level of physical fitness.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Parachute Fitness</li> <li>• Individual Rope Jumping I and II</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Parachute</li> <li>• Jumping</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Exhibit responsible personal and social behavior that respects self and others in physical activity settings.	Parachute Rubric	<ul style="list-style-type: none"> <li>• Capture the Orb</li> <li>• Long Rope Jumping I and II</li> <li>• Frog Crossing</li> </ul>	<ul style="list-style-type: none"> <li>• Parachute</li> <li>• Jumping</li> <li>• Games</li> </ul>
Value physical activity for health, enjoyment, challenge, self expression, and social interaction.	Dance Rubric	<ul style="list-style-type: none"> <li>• Create a Dance</li> <li>• Create a Routine</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 New Hampshire Physical Education Standards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>3-5</b>			
Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	<ul style="list-style-type: none"> <li>• Hockey Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• Quick-Play Mini-Football</li> <li>• Mini-Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Football</li> <li>• Basketball</li> </ul>
Demonstrate understanding of movement concepts, principles, and performance of physical activities.	<ul style="list-style-type: none"> <li>• Softball Learning Log</li> </ul>	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Introduction to Forward Pass</li> <li>• Intro to Throw and Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Football</li> <li>• Frisbee</li> </ul>
Participate regularly in physical activity.	<ul style="list-style-type: none"> <li>• Fitness Challenges Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Solo Aerobic Fitness</li> <li>• Figure 8 Walk/Jog</li> <li>• Moving Around the Track</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Walk/Jog/Run</li> <li>• Map Challenges</li> </ul>
Achieve and maintain a health enhancing level of physical fitness.	<ul style="list-style-type: none"> <li>• Fitness Circuits Performance Rubric</li> <li>• Home Plays (Various Units)</li> </ul>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Muscular Strength and Endurance Circuit</li> <li>• Fun and Flexibility</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>

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	<ul style="list-style-type: none"> <li>• Personal Best Log</li> </ul>	<ul style="list-style-type: none"> <li>with a Friend</li> <li>• Aerobic Capacity Circuit</li> </ul>	
Exhibit responsible personal and social behavior that respects self and others in physical activity settings.	<ul style="list-style-type: none"> <li>• Cooperative All-Star Self Check</li> </ul>	<ul style="list-style-type: none"> <li>• Group Juggling</li> <li>• Stepping Stones</li> <li>• Beat the Clock</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>
Value physical activity for health, enjoyment, challenge, self expression, and social interaction.	<ul style="list-style-type: none"> <li>• Movement Bands Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Add-On</li> <li>• Mirror, Mirror</li> <li>• Meet Me in the Middle</li> </ul>	<ul style="list-style-type: none"> <li>• Movement Bands</li> <li>• Jump Rope</li> <li>• ASAP</li> </ul>

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Curriculum Guideline 1: Engages in a physically active lifestyle</b>			
Participate in daily physical activities that promote a healthy lifestyle based on personal abilities and interests.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Set personal physical activity goals.	Personally Fit SPARKfit (SPARKfamily.org)		
Identify long-term benefits that may result from regular participation in physical activity.	Sample debrief question: <i>What are the benefits over time of participating in physical activities and exercise on a regular basis?</i>	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Curriculum Guideline 2: Achieves and maintains a health enhancing level of physical fitness</b>			
Participate in daily health-enhancing physical activities.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Design a comprehensive personal fitness plan (goals, strategies, timeline) based upon fitness assessment results.	Personally Fit SPARKfit (SPARKfamily.org)		
Identify effects of activity on stress levels.	Sample debrief question: <i>What effect can participation in physical activity have on stress levels?</i>	<ul style="list-style-type: none"> <li>• Introduction to Yoga</li> <li>• Introduction to Pilates</li> <li>• Fun and Fitness Circuit</li> <li>• Cardio Dance Day</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Dance</li> </ul>
Use personal fitness assessment data to enhance his/her understanding of fitness.	Personally Fit SPARKfit (SPARKfamily.org)		
Identify health-related fitness components inherent in various activities.	Sample debrief question: <i>Name some activities that meet each health-related fitness component?</i>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Range of Motion Circuit</li> <li>• Body Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Circuit	
Show improvement in all components of health-related fitness.		Personally Fit SPARKfit (SPARKfamily.org)	
Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Basic Exercise Techniques</li> <li>• Resistance Band Workout</li> <li>• Combining Aerobic Capacity and Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
Participate in formal physical fitness assessment.		Personally Fit SPARKfit (SPARKfamily.org)	
Use a beginning level of technology to analyze, assess and improve one's fitness level.	<ul style="list-style-type: none"> <li>• Pedometer Log</li> <li>• Heart Rate Monitor Log</li> <li>• <i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i></li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Create a Routine (Aerobic Capacity)</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
<b>Curriculum Guideline 3: Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities</b>			
Combine and refine fundamental motor skills to competently participate in a variety of physical activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Combinations</li> <li>• Corner-to-Corner Pass and Go</li> <li>• Backhand Throw and Clap Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Soccer</li> <li>• Flying Disc</li> </ul>
Apply fundamental and complex motor skills in a variety of physical activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Disc Golf</li> <li>• 3-Trap Hockey</li> <li>• Royal Court</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Hockey</li> <li>• Volleyball</li> </ul>
Demonstrate use of strategies and tactics within a variety of physical activities.	Specific Unit Teacher Rubrics	<ul style="list-style-type: none"> <li>• Zone and Player-to-Player Defenses</li> <li>• Defense</li> <li>• Zone and Person Defense</li> <li>• Zone and Player-to-Player Defenses</li> <li>• Zone Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Flying Disc</li> <li>• Soccer</li> <li>• Hockey</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Curriculum Guideline 4: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities</b>			
Use a movement vocabulary when describing motor skill performance.	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Teacher Rubric</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the Serve and Serve Reception</li> <li>• Triple Jump</li> <li>• Chip and Putt Course</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Track and Field</li> <li>• Golf</li> </ul>
Describe critical elements of complex motor skills.	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Teacher Rubric</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Juggling</li> <li>• Advanced Shots</li> <li>• Advanced Progressions</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• Handball</li> <li>• Stunts and Tumbling</li> </ul>
Analyze the use of movement concepts during motor skill performance.	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"> <li>• Passing and Receiving</li> <li>• Shot Put</li> <li>• Distance and Accuracy</li> <li>• Target Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Track</li> <li>• Flying Disc</li> <li>• Racquets and Paddles</li> </ul>
Use feedback from teachers, peers, other mediums, and a beginning level of self-assessment to improve motor skill performance and cognitive understanding.	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Receiver Patterns</li> <li>• Self-Guided Tour</li> <li>• Serving Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Stunts and Tumbling</li> <li>• Volleyball</li> </ul>
Identify when, why, and how to use strategies and tactics within	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> </ul>	<ul style="list-style-type: none"> <li>• Pass or Dribble?</li> <li>• Under Pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> </ul>

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game play.	<ul style="list-style-type: none"><li>• Teacher Rubric</li></ul>	<ul style="list-style-type: none"><li>• Royal Court Tournament</li></ul>	<ul style="list-style-type: none"><li>• Handball</li></ul>

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<b>Curriculum Guideline 5: Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction</b>			
Identify the value of personally participating in physical activities.	Cooperatives: <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>• Cardio Dance Day</li> <li>• Aerobic Capacity Fitness Circuit</li> <li>• Create a Muscular Strength and Endurance Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
Articulate the various roles of group members	Cooperatives: <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>• Moon Ball</li> <li>• Centepede Pass</li> <li>• Adventure Racing 101</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>
Reflect on personal role(s) within a group.	Cooperatives Self-Check	<ul style="list-style-type: none"> <li>• Cross the Pond</li> <li>• Logjam</li> <li>• Corridor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Curriculum Guideline 6: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</b>			
Accept responsibility for being part of a group by contributing toward group success.	Cooperatives Task Card (Peer Coach, Cooperatives)	<ul style="list-style-type: none"> <li>• Human Pizza</li> <li>• Poker Adventure Race</li> <li>• Hoopla Adventure Race</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>
Participate productively in both cooperative and competitive group activities.	Cooperatives: <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>• Nutrition Team Challenge</li> <li>• Cross the Great Divide</li> <li>• Radioactive River</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>
Identify, follow and when appropriate, create safety guidelines for participation in activities.	Create a Game Task Card	<ul style="list-style-type: none"> <li>• Volleyball Xtreme</li> <li>• Partner Stunts Circuit</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Stunts and Tumbling</li> <li>• Fitness</li> </ul>
Demonstrate responsible behavior in physical activity settings.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility and Routines</li> <li>• Swing Etiquette and Basics</li> <li>• Indiana Jones</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• Dance</li> <li>• Cooperatives</li> </ul>
Discuss the difference between ethical and unethical behavior in physical activity settings.	Coulda, Shoulda, Woulda (all units)	<ul style="list-style-type: none"> <li>• Responsibility and Routines</li> <li>• Respect and Roll Taking</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• First 5 Lessons</li> <li>• First 5 Lessons</li> <li>• First 5 Lessons</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Acceptance and Super Grouping</li> <li>• Trust and Technology</li> <li>• Appreciation and Assistance</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> </ul>
Demonstrate ethical behavior in physical activity settings.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Sepak Takraw</li> <li>• Final Cooperative Adventure Race</li> <li>• Event: PPA Mini Golf and IPPA Pitch and Punt Championships</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• Cooperatives</li> <li>• Golf</li> </ul>
Accept the existence of individual uniqueness in physical activity settings.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance and Super Grouping</li> <li>• Create a 4-Wall Line Dance</li> <li>• Soccer Adventure Race</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• First 5 Lessons</li> <li>• Dance</li> <li>• Soccer</li> </ul>
Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation and Assistance</li> <li>• Swing Etiquette and Basics</li> <li>• Phone Home</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• Dance</li> <li>• Cooperatives</li> </ul>
Display sensitivity toward others in physical activity settings.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance and Super Grouping</li> <li>• Swing Etiquette and Basics</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• Dance</li> <li>• Cooperatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Develop strategies for including others in physical activity settings.	Cooperatives: <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>• Human Pizza</li> <li>• Acceptance and Super Grouping</li> <li>• Karrimor International Mountain Marathon</li> <li>• Centipede Pass</li> <li>• Corridor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>
Resolve conflicts and accept decisions of judgment in socially acceptable ways.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> <li>• Coulda Shoulda Woulda (all units)</li> </ul>	<ul style="list-style-type: none"> <li>• Rock, Paper, Scissors</li> <li>• Problem-Solver Adventure Race</li> <li>• One Wall Paddleball</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Racquets and Paddles</li> </ul>

SPARK Alignment with New Hampshire Physical Education Standards  
(HS Version 2011)  
Grades 9-12

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Curriculum Guideline 1: Engages in a physically active lifestyle</b>			
Participate in daily health-enhancing and personally rewarding physical activities.	Personally Fit Activity Challenge: In the Mood to Move		Personally Fit SPARKfit (SPARKfamily.org)
Develop a physical activity plan based on individual needs and interests.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
Describe how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes.	<i>Create a Routine (Fitness/Aerobic Capacity) Wellness Integration</i> Yoga Basic Training Think About...		Personally Fit SPARKfit (SPARKfamily.org)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Curriculum Guideline 2: Achieves and maintains a health enhancing level of physical fitness</b>			
Participate in daily health-enhancing and personally rewarding physical activities.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Participate in annual fitness assessment.	Fitness Personal Best Assessments	<ul style="list-style-type: none"> <li>• Fitness Personal Best Assessment</li> <li>• Wellness Walking Personal Best</li> <li>• Fitness Personal Best Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Wellness Walking</li> <li>• Strength Training</li> </ul>
Develop and implement a personal fitness program based on his/her fitness profile.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Achieve the minimum level on all health-related fitness components.	Fitness Personal Best Assessments	<ul style="list-style-type: none"> <li>• Fitness Personal Best Assessment</li> <li>• Wellness Walking Personal Best</li> <li>• Fitness Personal Best Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Wellness Walking</li> <li>• Strength Training</li> </ul>
Differentiate between health-related and skill-related fitness components inherent in various activities.	Sample debrief question: <i>What health- and skill-related fitness components are combined in a cardio kickboxing workout?</i>	<ul style="list-style-type: none"> <li>• Cardio Kickboxing Basic Training</li> <li>• iCardio Kickboxing</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>
Use technology to analyze, assess	<ul style="list-style-type: none"> <li>• Heart Rate</li> </ul>	<ul style="list-style-type: none"> <li>• HIIT Basic</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> </ul>



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and improve one's physical activity and fitness levels.	Monitor Logs <ul style="list-style-type: none"> <li>• Pedometer Logs</li> <li>• <i>Create A Routine (Fitness Aerobic Capacity)</i></li> </ul> <i>Extension: Heart Rate Monitors</i>	Training <ul style="list-style-type: none"> <li>• Cardio Kickboxing Basic Training</li> <li>• Aerobics Basic Training</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>
Examine the correlation between modifiable health-related risk factors and health- related fitness.	Personally Fit SPARKfit (SPARKfamily.org)		

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<b>Curriculum Guideline 3: Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities</b>			
Demonstrate competency in many and proficiency in a few complex motor skills.	Specific Unit: <ul style="list-style-type: none"> <li>• Personal Best Assessments</li> <li>• Performance Rubric</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Football Personal Best</li> <li>• Basketball Personal Best</li> <li>• Hockey Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Basketball</li> <li>• Hockey</li> </ul>
Apply complex motor skills in a wide variety of leisure and work-related physical activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Personal Best Assessments</li> <li>• Performance Rubric</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Waltzing Royalty Mixer</li> <li>• Basic Training: FUNctional Fitness Jigsaw</li> <li>• Win the Point (Singles Royal Court)</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Strength Training</li> <li>• Badminton</li> </ul>
Demonstrate use of strategies and tactics within a variety of physical activities.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> <li>• Event: The Navigational Invitational</li> <li>• Event: Gridiron Classic</li> <li>• Event: Star-Hockey “Shockey” Cup</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives: Orienteering</li> <li>• Football</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Curriculum Guideline 4: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities</b>			
Use a movement vocabulary when describing motor skill performance.	Specific Unit: <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>• Yoga Basic Training</li> <li>• Event: The Navigational Invitational</li> <li>• Hip Hop Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Cooperatives: Orienteering</li> <li>• Dance</li> </ul>
Describe critical elements of complex motor skills.	Specific Unit: <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>• Dive In: Breaststroke</li> <li>• Cardio Kickboxing Basic Training</li> <li>• This is How We Roll</li> </ul>	<ul style="list-style-type: none"> <li>• Aquatics (Group Fitness online unit)</li> <li>• Group Fitness</li> <li>• Basketball</li> </ul>
Evaluate the use of movement concepts during motor skill performance.	Specific Unit: <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>• Dish and Dash</li> <li>• Quick Cricket</li> <li>• Stack Out</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• World Games: Cricket</li> <li>• Flying Disc: Ultimate</li> </ul>
Use feedback from teachers, peers,	Specific Unit:	<ul style="list-style-type: none"> <li>• Fun-day-mentals</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK HS PE 101</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
other mediums, and self to improve motor skill performance and cognitive understanding.	<ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Fun-day-mentals Jigsaw Notes</li> <li>• Performance Rubric</li> </ul>	<p>Jigsaw 101</p> <ul style="list-style-type: none"> <li>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives: Orienteering</li> <li>• World Games: Cricket</li> </ul>
Identify movement concepts and principles to independently refine their skills and apply them to the learning of new skills.	<p>Specific Unit:</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>• Create Your Own ST Program</li> <li>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• World Games: Cricket</li> <li>• Flying Disc: Ultimate</li> </ul>
Explain appropriate strategical and tactical decisions during game play (what to do when and why).	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Fielder's Choice</li> <li>• D-Fence (5-on-5 Royal Field)</li> <li>• Win the Point (Singles Royal Court)</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Football</li> <li>• Badminton</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Curriculum Guideline 5: Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction</b>			
Identify the value of personally participating in physical activities.	Walk and Talk Fun-day-mentals Jigsaw Think About...	<ul style="list-style-type: none"> <li>• iCardio</li> <li>• Kickboxing</li> <li>• iYoga</li> <li>• iHIIT (High Intensity Interval Training)</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>
Analyze the contributions of group members.	Specific Unit: <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>• Game Day 101</li> <li>• Adventure Race 101</li> <li>• SPARK Event 101</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> </ul>
Reflect on personal contribution(s) within a group.	Specific Unit: <ul style="list-style-type: none"> <li>• Performance Rubric</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Star Quest</li> <li>• Event: The V League Classic</li> <li>• Event: March Madness</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives: Orienteering</li> <li>• Volleyball</li> <li>• Basketball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Curriculum Guideline 6: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</b>			
Initiate independent responsible behaviors in order to be a positive influence on others in physical activity settings.	Specific Unit: <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>• Waltzing Royalty Jigsaw (Mixer)</li> <li>• Ultimate Adventure Race</li> <li>• Orienteering Adventure Race</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Flying Disc: Ultimate</li> <li>• Cooperatives: Orienteering</li> </ul>
Recognize the role of the leader and follower within a group in order to achieve physical activity goals.	Specific Unit: <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>• Game Day 101</li> <li>• Adventure Race 101</li> <li>• SPARK Event 101</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> </ul>
Identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings.	Specific Unit: <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda,</li> </ul>	<ul style="list-style-type: none"> <li>• Dive In: FUNctional Aquatic Jigsaw</li> <li>• Basic Training: FUNctional</li> </ul>	<ul style="list-style-type: none"> <li>• Aquatics (Group Fitness online unit)</li> <li>• Strength Training</li> <li>• Softball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Shoulda, Woulda Character Ed Journaling Pages	Fitness Jigsaw <ul style="list-style-type: none"> <li>• Event: Crackerjack Classic</li> </ul>	
Analyze the difference between ethical and unethical behavior in physical activity settings.	Specific Unit: <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>• Adventure Race 101</li> <li>• Game Day 101</li> <li>• Event: The Navigational Invitational</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> <li>• Cooperatives: Orienteering</li> </ul>
Demonstrate ethical behavior in physical activity settings.	Specific Unit: <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>• Event: March Madness</li> <li>• Event: Ultimate Masters</li> <li>• Event: Gridiron Classic</li> <li>• Event: Star-Hockey “Shockey” Cup</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flying Disc: Ultimate</li> <li>• Football</li> <li>• Hockey</li> </ul>
Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors.	Specific Unit: <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Hip Hop Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Flying Disc: Ultimate</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> <li>• Coulda, Shoulda, Woulda Character Ed Journaling Pages</li> </ul>	Jigsaw	
Develop strategies for including others in physical activity settings.	Specific Unit: <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>• Game Day 101</li> <li>• Adventure Race 101</li> <li>• SPARK Event 101</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> </ul>
Advocate for including all people in physical activity settings.	Specific Unit: <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>• Game Day 101</li> <li>• Adventure Race 101</li> <li>• SPARK Event 101</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> </ul>
Resolve conflicts and accept decisions of judgment in socially acceptable ways.	Specific Unit: <ul style="list-style-type: none"> <li>• Character Matters</li> </ul>	<ul style="list-style-type: none"> <li>• Event: March Madness</li> <li>• Event: Ultimate</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flying Disc: Ultimate</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Assessments <ul style="list-style-type: none"> <li>• Coulda, Shoulda, Woulda Character Ed Journaling Pages</li> </ul>	Masters <ul style="list-style-type: none"> <li>• Event: Gridiron Classic</li> <li>• Event: Star-Hockey "Shockey" Cup</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Hockey</li> </ul>