

## SPARK Alignment with North Dakota Physical Education Standards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>K-2 (2008 Edition)</b>			
<b>Standard 1: Movement Forms</b> Students demonstrate proficiency 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>
<b>Standard 2: Movement Concepts</b> Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform 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>
<b>Standard 3: Physical Activity</b> Students participate in regular 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>
<b>Standard 4: Fitness Concepts</b> Students understand and apply fitness concepts to 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
<p><b>Standard 5: Behavior in Physical Activity</b> Students exhibit responsible personal and social behavior in physical activity settings.</p>	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>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>3-5 (2007 Edition)</b>			
<b>Standard 1: Movement Forms</b> Students demonstrate proficiency in motor skills and movement patterns needed to perform a variety of physical activities.	Hockey Self-Check	<ul style="list-style-type: none"> <li>• Batting Practice</li> <li>• Ball-Control Drills</li> <li>• Dribbling Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Soccer</li> <li>• Hockey</li> </ul>
<b>Standard 2: Movement Concepts</b> Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.	Create a Game Performance Rubric (Aerobic Games)	<ul style="list-style-type: none"> <li>• Survivor Challenge</li> <li>• Cooperative Countdown</li> <li>• Aerobic Bowling</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Volleyball</li> <li>• Aerobic Games</li> </ul>
<b>Standard 3: Physical Activity</b> Students participate in regular physical activity.	Walk/Jog/Run Think About	<ul style="list-style-type: none"> <li>• Moving Around the Track</li> <li>• Inside / Outside Walk / Jog</li> <li>• Partner Walk / Jog and Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Map Challenges</li> <li>• Walk / Jog / Run</li> <li>• Walk / Jog / Run</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Standard 4: Fitness Concepts</b> Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</p>	<p>Fitness Circuits Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Muscular Strength and Endurance Circuit</li> <li>• Fun and Flexibility with a Friend</li> <li>• Aerobic Capacity Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>
<p><b>Standard 5: Behavior in Physical Activity</b> Students exhibit responsible personal and social behavior in physical activity settings.</p>	<p>Cooperative All-Star Self Check</p>	<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>

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Grade 6

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</b>			
6.1.1 Demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports (e.g., trapping and dribbling in soccer).	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>• Mini-Soccer</li> <li>• 7v7 Modified Softball</li> <li>• Mini-Volleyball</li> <li>• Singles/Doubles Game Play</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Softball</li> <li>• Volleyball</li> <li>• Racquets and Paddles</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</b>			
6.2.1 Provide feedback (e.g., verbal, nonverbal, and constructive) to others on a variety of motor skills to improve motor performance.	Sample debrief question: <i>What tip can you give your partner if they are having trouble throwing their ball with sufficient force to reach their target?</i>	<ul style="list-style-type: none"> <li>• Shooting Drills</li> <li>• Volleyball Stations</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Volleyball</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3: Students participate in regular physical activity.</b>			
6.3.1 Identify health benefits (e.g., disease prevention) and risks (e.g., obesity) associated with the effect of physical activity on body composition.	Sample debrief question: <i>Name a short-term benefit for keeping your body composition within the healthy fitness zone. What are some long-term benefits?</i> Body Composition BINGO <i>Think About...</i>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> <li>• Nutrition Team Challenge</li> <li>• Fruit Smoothie</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
6.3.2 Participate regularly in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside school activity).	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Body Composition Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
6.3.3 Identify opportunities for physical activity within the school setting (e.g., intramural and interscholastic sports).	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	





Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</b>			
6.4.1 Demonstrate ways to monitor the body's response to physical activity (e.g., checking pulse with fingers, using a heart rate monitor).	<ul style="list-style-type: none"> <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>
6.4.2 Set goals related to personal fitness assessments (e.g., use the results of fitness assessment to set specific goals, such as increasing the number of sit-ups completed in one minute).	Fitness Self-Check	Personally Fit SPARKfit (SPARKfamily.org)	
6.4.3 Identify physical activities (e.g., swimming, jogging for cardio respiratory fitness) for the development and maintenance of each component of health-related fitness.	Sample debrief question: <i>What are some activities you can include in a fitness program to meet each fitness component?</i>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Body Composition Circuit</li> <li>• Range of Motion Circuit</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
<b>Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.</b>			
6.5.1 Use safety precautions and procedures (e.g., safety gear, appropriate use of equipment, spotting techniques) in physical activity settings.	Sample debrief question: <i>Name some techniques that would make an exercise unsafe. What are some safe alternatives?</i>	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Introduction to Yoga</li> <li>• Introduction to Pilates</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
6.5.2 Explain the importance of rules, procedures, and etiquette in physical activities (e.g., safety, fairness, organization, inclusion).	Coulda, Shoulda, Woulda (all units)	<ul style="list-style-type: none"> <li>• Responsibility and Routines</li> <li>• Respect and Roll Taking</li> <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> <li>• First 5 Lessons</li> <li>• First 5 Lessons</li> <li>• First 5 Lessons</li> <li>• First 5 Lessons</li> </ul>
6.5.3 Demonstrate appropriate communication skills during large group physical activities (e.g., listening to the needs of others, using appropriate tone of voice).	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>• Adventure Racing 101</li> <li>• Poker Adventure Race</li> <li>• Final Cooperative Adventure Race</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

## Grade 7

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</b>			
7.1.1 Demonstrate a variety of rhythmic movements (e.g., square dance, line dance, folk dance, jump rope routines).	Dance: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self Check</li> <li>• Peer Coach</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>Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</b>			
7.2.1 Apply the principles of training and conditioning (e.g., using target heart rate zone to monitor intensity, warm up and cool down) to various activities.	<p><i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i></p> <p>Sample debrief questions:</p> <p><i>How can you use your knowledge of target heart rate to improve your cardio respiratory endurance?</i></p> <p><i>How would you describe the principle of overload to improve your muscular strength?</i></p>	<ul style="list-style-type: none"> <li>• Individual Warm-Up Routines (ASAP)</li> <li>• Create a Routine (Aerobic Capacity)</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
7.2.2 Identify the components of skill-related fitness (i.e., agility, balance, coordination, power, speed, reaction time).	<p>Sample debrief question:</p> <p><i>What are some activities that are effective in improving skill-related fitness?</i></p>	<ul style="list-style-type: none"> <li>• Introduction to Yoga</li> <li>• Hip Hop Basic Moves Jigsaw</li> <li>• Fun and Fitness Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Dance</li> <li>• ASAP</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3: Students participate in regular physical activity.</b>			
7.3.1 Identify relationships between physical activity and effects on the body (e.g., reduce stress, social interaction, increased energy).	Fitness Written Test Sample debrief question: <i>What are some activities that can be done to reduce stress?</i>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Introduction to Yoga</li> <li>• Introduction to Pilates</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
7.3.2 Participate in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside school activity).		Personally Fit SPARKfit (SPARKfamily.org)	
7.3.3 Identify opportunities for physical activity in the community (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths).	Sample debrief question: <i>What are some things you can do to increase the amount of physical activity you get in your every-day routines? What resources are available to you within the community?</i>	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</b>			
7.4.1 Analyze the body's physiological response to various types of exercise or activity (e.g., maintaining target heart rate zone in a variety of activities).	<i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> <li>• Create a Routine (Aerobic Capacity)</li> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
7.4.2 Identify physical activities that enhance each component of health-related fitness (e.g., swimming and jogging for cardio respiratory fitness).	Sample debrief question: <i>What are some activities you can include in a fitness program to meet each fitness component?</i>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Body Composition Circuit</li> <li>• Range of Motion Circuit</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
<b>Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.</b>			
7.5.1 Demonstrate self-control (e.g., positive attitude, sportsmanship, etiquette) during physical activities.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance and Super Grouping</li> <li>• Appreciation and Assistance</li> <li>• Adventure Racing 101</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• First 5 Lessons</li> <li>• Cooperatives</li> </ul>
7.5.2 Demonstrate appropriate conflict resolution skills (e.g., using “I” messages, allowing the right to agree and disagree).	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and Roll Taking</li> <li>• Acceptance and Super Grouping</li> <li>• Adventure Racing 101</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• First 5 Lessons</li> <li>• Cooperatives</li> </ul>



## Grade 8

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</b>			
8.1.1 Demonstrate movement patterns (e.g., screening in basketball, move to the open space) in modified team and individual activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Moving to Open Space</li> <li>• Receiver Patterns</li> <li>• 3-Trap Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</b>			
8.2.1 Apply offensive and defensive strategies (e.g., home base, ready position, strategies for singles vs. doubles) in a variety of modified team and individual sports.	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>
8.2.2 Identify biomechanical concepts (e.g., range of motion, angle of contact, leverage, force, speed, center of gravity) that govern different types of movement.	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> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Track</li> <li>• Flying Disc</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3: Students participate in regular physical activity.</b>			
8.3.1 Explain the long-term physiological benefits (e.g., increased energy, improved health related fitness, disease prevention) of physical activity.	Gotta Have Heart Wellness Integration 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"> <li>• Fun and Fitness Circuit</li> <li>• Introduction to Yoga</li> <li>• Combining Aerobic Capacity and Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
8.3.2 Participate in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside of school activity).	<ul style="list-style-type: none"> <li>• Pedometer Log</li> <li>• Personally Fit Activity Challenge: In the Mood to Move</li> </ul>	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</b>			
8.4.1 Analyze the body's physiological response to caloric consumption and expenditure.	Sample debrief question: <i>Why are carbohydrates important when you are working at a high intensity? Why are proteins important for endurance activities?</i>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> <li>• Nutrition Team Challenge</li> <li>• Fruit Smoothie</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
8.4.2 Interpret the results of a physical fitness assessment to establish personal fitness goals.	Fitness Self-Check	Personally Fit SPARKfit (SPARKfamily.org)	

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</b>			
9.1.1 Apply intermediate skills in physical activities (e.g., arm strokes in swimming, balance in dance, arm swing in serving).	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>• Basic Training: FUNctional Fitness Jigsaw</li> <li>• Dive In: FUNctional Aquatic Jigsaw</li> <li>• Event: Dance Olympics</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• Aquatics (online unit)</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</b>			
9.2.1 Explain intermediate biomechanical concepts that govern different types of movement (e.g., how friction of different surfaces affects movement, how angle of launch affects trajectory and distance of a throw).	Specific Unit Written Tests	<ul style="list-style-type: none"> <li>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc: Ultimate</li> <li>• Hockey</li> <li>• Softball</li> </ul>
9.2.2 Apply intermediate biomechanical concepts that govern different types of movement (e.g., running on various surfaces, releasing a thrown object at different angles).	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>• HIIT Basic Training</li> <li>• Orienteering Adventure Race</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Cooperatives: Orienteering</li> </ul>
9.2.3 Explain the skill-related components (i.e., agility, power, balance, coordination, reaction time, speed) that govern achievement, maintenance, and improvement of 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>• iHIIT (High Intensity Interval Training)</li> <li>• Run the Wickets!</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• World Games: Cricket</li> </ul>
9.2.4 Explain the psychological principles (e.g., positive self-talk, visualization, relaxation) that govern achievement, maintenance, and improvement of motor skills.	Specific Unit Personal Best Assessments Walking Circuits Think About...	<ul style="list-style-type: none"> <li>• Basketball Personal Best</li> <li>• Football Personal Best</li> <li>• Hockey Personal</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Hockey</li> <li>• Personally Fit (SPARKfamily.org)</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Best <ul style="list-style-type: none"><li>• Personal Fitness Program Development</li></ul>	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3: Students participate in regular physical activity.</b>			
9.3.1 Explain the long-term psychological (e.g., healthy self-image, improved confidence, stress reduction) benefits of physical activity.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
9.3.2 Participate in moderate to vigorous physical activity (e.g., during the school day, before and after school, organized outside school activity).	Personally Fit Activity Challenge: In the Mood to Move Heart Rate Monitor Logs Pedometer Logs		Personally Fit SPARKfit (SPARKfamily.org)
9.3.3 Evaluate personal participation in physical activity in and out of school using various methods of documentation (e.g., physical activity log, pedometer steps).	Personally Fit Activity Challenge: In the Mood to Move Heart Rate Monitor Logs Pedometer Logs		Personally Fit SPARKfit (SPARKfamily.org)
9.3.4 Explain a variety of factors (e.g., cost of activity, available facilities, required equipment, required time, physical limitations) that impact participation in physical activity.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</b>			
9.4.1 Explain the physiological principles (e.g., overload, progression, specificity, FITT) that govern achievement and maintenance of health-related fitness goals.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
9.4.2 Interpret recorded health-related physical fitness data for maintaining or improving levels of fitness.	Specific Unit Personal Best Assessments	<ul style="list-style-type: none"> <li>• Fitness Personal Best</li> <li>• Fitness Personal Best</li> <li>• Fitness Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Strength Training</li> <li>• Wellness Walking</li> </ul>
9.4.3 Describe a physically active lifestyle across a lifespan (e.g., active lifestyle timeline, survey a relative about activity habits).	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
9.4.4 Compare physical fitness activities for their health enhancing potential and benefits.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
9.4.5 Adjust activity levels to meet personal fitness needs (e.g., monitor target heart rate or rate of perceived exertion and adjust level of intensity as appropriate).	Heart Rate Monitor Logs Pedometer Logs	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.</b>			
<p>9.5.1 Explain the potential for physical injury (e.g., potential dangers of high sticking) and property/equipment damage (e.g., misuse of equipment) while participating in physical activities or sports.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda Character Ed Journaling Pages</li> </ul>	<ul style="list-style-type: none"> <li>• iCardio Kickboxing</li> <li>• Basic Training: FUNctional Fitness Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Strength Training</li> <li>• Hockey</li> </ul>
<p>9.5.2 Identify ethical decision-making, both independently and with others, in physical activity settings (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play).</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda Character Ed Journaling Pages</li> </ul>	<ul style="list-style-type: none"> <li>• 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>
<p>9.5.3 Explain appropriate behaviors (e.g., teamwork, tolerance, respect, compassion) while participating in group settings to achieve a common goal.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda</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>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Character Ed Journaling Pages		

## Grade 10

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</b>			
10.1.1 Apply advanced skills in physical activities (e.g., arm and leg strokes in swimming, balance and change in levels in dance, arm swing and footwork in serving).	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>• Create a Hip Hop Routine</li> <li>• Fielder's Choice</li> <li>• Rally &amp; Recover</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Softball</li> <li>• Badminton</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</b>			
10.2.1 Explain advanced biomechanical concepts that govern different types of movement (e.g., how friction of different footwear and surfaces affects movement, how wind affects trajectory and distance of a thrown object).	Specific Unit Written Tests	<ul style="list-style-type: none"> <li>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc: Ultimate</li> <li>• Hockey</li> <li>• Softball</li> </ul>
10.2.2 Apply advanced biomechanical concepts that govern different types of movement (e.g., running with different footwear on various surfaces, releasing a thrown object into and with the wind at different angles).	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>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc: Ultimate</li> <li>• Hockey</li> <li>• Softball</li> </ul>
10.2.3 Apply the skill-related components (i.e., agility, power, balance, coordination, reaction time, speed) that govern achievement, maintenance, and improvement of 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>• iHIIT (High Intensity Interval Training)</li> <li>• Run the Wickets!</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• World Games: Cricket</li> </ul>
10.2.4 Analyze movement patterns (e.g., golf swing, basketball free throw, dance) to improve performance.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton Personal Best</li> <li>• Dance Personal Best</li> <li>• Ultimate Personal</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Dance</li> <li>• Flying Disc: Ultimate</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Best	
10.2.5 Apply the psychological principles (e.g., positive self-talk, visualization, relaxation) that govern achievement, maintenance, and improvement of motor skills.	Specific Unit Personal Best Assessments Walking Circuits Think About...	<ul style="list-style-type: none"> <li>• Basketball Personal Best</li> <li>• Football Personal Best</li> <li>• Hockey Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3: Students participate in regular physical activity.</b>			
10.3.1 Analyze long-term physiological benefits (e.g., weight management, blood pressure regulation) of regular participation in physical activity.	Create Your Own Strength Training Program Think About...	Personally Fit SPARKfit (SPARKfamily.org)	
10.3.2 Participate in student-initiated physical activity both in and out of school (e.g., intramural and interscholastic sports, parks and recreation leagues, health clubs, walking and biking).	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• iCardio Kickboxing</li> <li>• Wellness Walking</li> <li>• Personal Best</li> <li>• Walk-Jog-Run</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Wellness Walking</li> <li>• Wellness Walking</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</b>			
10.4.1 Apply the physiological principles (e.g., overload, progression, specificity, FITT) that govern achievement and maintenance of personal health-related fitness goals.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
10.4.2 Analyze personal fitness data and compare scores to physiological changes over time (e.g., height, weight, age).	Fitness Personal Best Assessment	<ul style="list-style-type: none"> <li>• Fitness Personal Best</li> <li>• Fitness Personal Best</li> <li>• Fitness Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Strength Training</li> <li>• Wellness Walking</li> </ul>
10.4.3 Analyze the relationship between daily lifestyle choices and lifelong health (e.g., body composition-diabetes, heart disease-CPR/ First Aid training; muscle strength-low back pain, proper nutritional practices, drug awareness).	HIIT Basic Training Think About...	Personally Fit SPARKfit (SPARKfamily.org)	
10.4.4 Analyze various methods (e.g., personal logs, data collection, self assessments) for monitoring activity levels to meet personal physical fitness needs (e.g., gaining weight, losing weight, increasing	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Logs</li> <li>• Pedometer Logs</li> <li>• Personal Fitness Program Development</li> </ul>	Personally Fit SPARKfit (SPARKfamily.org)	



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
flexibility).	<ul style="list-style-type: none"> <li>• Personally Fit Activity Challenge: In the Mood to Move</li> </ul>		
10.4.5 Apply strategies to monitor and adjust activity levels to meet personal fitness needs (e.g., monitor target heart rate or rate of perceived exertion and adjust level of intensity as appropriate).	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Logs</li> <li>• Pedometer Logs</li> <li>• Personal Fitness Program Development</li> <li>• Personally Fit Activity Challenge: In the Mood to Move</li> </ul>		<p style="text-align: center;">Personally Fit SPARKfit (SPARKfamily.org)</p>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.</b>			
10.5.1 Explain procedures and safe practices for 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>• iCardio Kickboxing</li> <li>• Basic Training: FUNctional Fitness Jigsaw</li> <li>• Fun-day-mentals Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Strength Training</li> <li>• Hockey</li> </ul>
10.5.2 Demonstrate ethical decision-making independently and with others in physical activity settings (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play).	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>
10.5.3 Apply appropriate behaviors (e.g., teamwork, tolerance, respect, compassion) while participating in group settings to achieve a common goal.	Specific Unit: <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda</li> </ul>	<ul style="list-style-type: none"> <li>• 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>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Character Ed Journaling Pages		

## Grades 11-12

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</b>			
11–12.1.1 Apply combination movement skills (e.g., high and low movement with a turn, jump, shoot) in a variety of lifetime activities (e.g., dance, outdoor pursuits, tennis).	Specific Unit: <ul style="list-style-type: none"> <li>• Performance Rubric</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• iFreestyle Aerobics</li> <li>• iCardio Kickboxing</li> <li>• iHIIT (High Intensity Interval Training)</li> <li>• The Navigational Invitational</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Cooperatives: Orienteering</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</b>			
11–12.2.1 Explain how complex biomechanical concepts govern different types of movement (e.g., factors that affect the distance of a thrown object).	Specific Unit Fun-day-mentals Jigsaw Note	<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>
11–12.2.2 Apply complex biomechanical concepts that govern different types of movement (e.g., throwing an object while running to avoid an obstacle).	Specific Unit: <ul style="list-style-type: none"> <li>• Performance Rubric</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Big D (4-on-4 Royal Court)</li> <li>• Rally &amp; Recover</li> <li>• D-Fence (5-on-5 Royal Field)</li> <li>• Run the Wickets!</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Badminton</li> <li>• Football</li> <li>• World Games: Cricket</li> </ul>
11–12.2.3 Analyze the psychological principles (e.g., stress, anger, visualization, self image) that affect physical activities.	Fitness: <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda Character Ed Journaling Pages</li> </ul>	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3: Students participate in regular physical activity.</b>			
11–12.3.1 Evaluate lifelong outcomes (e.g., life expectancy, healthcare costs, disease prevention) of regular participation in physical activities.	Walk and Talk Fun-day-mentals Jigsaw Think About...		Personally Fit SPARKfit (SPARKfamily.org)
11–12.3.2 Implement a personal physical activity program based on a personal health and physical assessment.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
11–12.3.3 Describe how factors (e.g., age, gender, cultural background, socioeconomic status) affect physical activity choices and physical activity patterns throughout one’s life.	Walk and Talk Fun-day-mentals Jigsaw Think About...		Personally Fit SPARKfit (SPARKfamily.org)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</b>			
11–12.4.1 Design a personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training (e.g., overload, progression, specificity, FITT).	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
11–12.4.2 Evaluate personal health-related components of physical fitness (e.g., Pacer, Modified Sit & Reach, Harvard Step Test).	Fitness Personal Best Assessments	<ul style="list-style-type: none"> <li>• Fitness Personal Best</li> <li>• Fitness Personal Best</li> <li>• Fitness Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Wellness Walking</li> <li>• Strength Training</li> </ul>
11–12.4.3 Describe opportunities for physical activities (e.g., fitness centers, golf courses, ski resorts, health fairs) and educational resources (e.g., dining nutritional guidelines, health brochures) available for maintaining a healthy and active lifestyle throughout adulthood.	Personally Fit SPARKfit (SPARKfamily.org)		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.</b>			
11–12.5.1 Demonstrate procedures and safe practices in all physical activity settings.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> <li>• Cardio Kickboxing Basic Training</li> <li>• Basic Training: FUNctional Fitness Jigsaw</li> <li>• Dive In: FUNctional Aquatic Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Strength Training</li> <li>• Aquatics (Group Fitness online unit)</li> </ul>
11–12.5.2 Explain the impact of unethical decision making in physical activity settings (e.g., altercations, changing rules to level the playing field, suspensions).	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>
11–12.5.3 Apply roles (e.g., leader and follower) to accomplish group goals in self- directed physical activities.	Specific Unit Character Matters Assessments	<ul style="list-style-type: none"> <li>• Orienteering Adventure Race</li> <li>• ABC's</li> <li>• Event: The Navigational Invitational</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives: Orienteering</li> <li>• Cooperatives: Orienteering</li> <li>• Cooperatives: Orienteering</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.</b>			
8.5.1 Identify potentially dangerous consequences of participation in physical activities (e.g., physical injury, dehydration, overheating, overuse).	Partner Walk/Jog and Talk (Fitness ASAP)	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Fitness Circuit</li> <li>• Strength Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
8.5.2 Demonstrate respect for others (regardless of gender, ability level, physical or mental challenges, ethnic background, and socioeconomic status) during physical activities.	Cooperatives: <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul> Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> <li>• Final Cooperative Adventure Race</li> <li>• Cross the Great Divide</li> <li>• Radioactive River</li> <li>• Karrimor International Mountain Marathon</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>