

## SPARK Alignment with Ohio Physical Education Standards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>K-2 (2008 Edition)</b>			
<b>Standard 1:</b> The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.	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:</b> The student applies movement concepts and principles to the learning and development of motor skills.	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:</b> The student exhibits a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge.	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:</b> The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.	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>

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<p><b>Standard 5:</b> The student understands safety practices associated with physical activity and space.</p>	<p>Balance, Stunts, and Tumbling Rubric</p>	<ul style="list-style-type: none"> <li>• Stunts Introduction</li> <li>• Orientation and Personal Space</li> <li>• General Space and Creative Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Building a Foundation</li> <li>• Building a Foundation</li> </ul>
<p><b>Standard 6:</b> The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.</p>	<p>Games Rubric</p>	<ul style="list-style-type: none"> <li>• The Dog Catcher</li> <li>• Hawaiian Roller Coaster Ride</li> <li>• Weight Transfer and Rolls</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Dance</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
<p><b>Standard 7:</b> The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</p>	<p>Parachute Rubric</p>	<ul style="list-style-type: none"> <li>• Capture the Orb</li> <li>• Catching and Throwing Circuit</li> <li>• Long Rope Jumping I and II</li> </ul>	<ul style="list-style-type: none"> <li>• Parachute</li> <li>• Catching and Throwing</li> <li>• Jumping</li> </ul>

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<b>3-5 (2007 Edition)</b>			
<b>Standard 1:</b> The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.	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:</b> The student applies movement concepts and principles to the learning and development of motor skills.	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:</b> The student exhibits a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge.	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>
<b>Standard 4:</b> The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.	Fitness Circuits Performance Rubric	<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> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> </ul>	
<p><b>Standard 5:</b> The student understands safety practices associated with physical activity and space.</p>	<p>Chasing and Fleeing Self-Check</p>	<ul style="list-style-type: none"> <li>• 4-Corner Scramble</li> <li>• Addition Tag</li> <li>• Designated Driver</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> <li>• Chasing and Fleeing</li> <li>• Cooperatives</li> </ul>
<p><b>Standard 6:</b> The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.</p>	<p>Stunts and Tumbling Self-Check</p>	<ul style="list-style-type: none"> <li>• Daily Dozen</li> <li>• Mambo #5</li> <li>• Mini-Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Dance</li> <li>• Basketball</li> </ul>
<p><b>Standard 7:</b> The student develops positive self-management and social skills needed to work independently and with others 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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<b>6-8 (2001 Edition)</b>			
<b>Standard 1:</b> The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.	Basketball Trick Skills Test (Extra Extra)	<ul style="list-style-type: none"> <li>• Pass and Shoot</li> <li>• Putting to Targets</li> <li>• Target Frisbee</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Golf</li> <li>• Frisbee</li> </ul>
<b>Standard 2:</b> The student applies movement concepts and principles to the learning and development of motor skills.	Basketball Skills Test (Extra Extra)	<ul style="list-style-type: none"> <li>• Modified Full-Court Games</li> <li>• Frisbee Speedball</li> <li>• Circle Bump and Set</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Frisbee</li> <li>• Volleyball</li> </ul>
<b>Standard 3:</b> The student exhibits a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge.	Personal Best Log (Extra Extra)	<ul style="list-style-type: none"> <li>• Power Walk and Jog</li> <li>• Run USA</li> <li>• Run California</li> </ul>	<ul style="list-style-type: none"> <li>• Power Walk and Jog</li> <li>• Run USA</li> <li>• Run California</li> </ul>
<b>Standard 4:</b> The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.	Personal Best Log (Extra Extra)	<ul style="list-style-type: none"> <li>• Fun and Fitness Circuit</li> <li>• Obstacle Courses</li> <li>• Power Walk and Jog</li> </ul>	<ul style="list-style-type: none"> <li>• Fun and Fitness Circuit</li> <li>• Obstacle Courses</li> <li>• Power Walk and Jog</li> </ul>
<b>Standard 5:</b> The student understands safety practices associated with physical activity and space.	Pair Share (Lesson Closure, Extra Extra)	<ul style="list-style-type: none"> <li>• Flag Grab</li> <li>• Triangle Tag</li> <li>• Hurdle Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Games</li> <li>• Aerobic Games</li> <li>• Track &amp; Field</li> </ul>

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<p><b>Standard 6:</b> The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.</p>	<p>Dance Assessment (Extra Extra)</p>	<ul style="list-style-type: none"> <li>• Straddleball</li> <li>• Red River Valley</li> <li>• Ultimate Frisbee</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Games</li> <li>• Dance</li> <li>• Frisbee</li> </ul>
<p><b>Standard 7:</b> The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</p>	<p>Pair Share (Lesson Closure, Extra Extra)</p>	<ul style="list-style-type: none"> <li>• Houdini Hoops</li> <li>• Bodyguards</li> <li>• Double Dutch Jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Games</li> <li>• Cooperative Games</li> <li>• Jump Rope</li> </ul>

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<b>9-12 (2007 Edition)</b>			
<b>Standard 1:</b> The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.	5-Person Hit and Run Softball Assessment	<ul style="list-style-type: none"> <li>• Return Service to Target</li> <li>• 5-Person Hit and Run Softball</li> <li>• Forehand and Backhand Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Softball</li> <li>• Racquetball</li> </ul>
<b>Standard 2:</b> The student applies movement concepts and principles to the learning and development of motor skills.	Choreography Project	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Line Dance</li> <li>• Tinikling/Jump Bands</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Line Dance</li> <li>• Tinikling/Jump Bands</li> </ul>
<b>Standard 3:</b> The student exhibits a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge.	Personal Fitness Program Evaluation	Pedometer Activities: <ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
<b>Standard 4:</b> The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
<b>Standard 5:</b> The student understands safety practices	Weight Room and Fitness Lab Safety Test	<ul style="list-style-type: none"> <li>• 5-Person Hit and Run Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> </ul>

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associated with physical activity and space.		<ul style="list-style-type: none"> <li>• Minefield</li> <li>• 2 Group Human Ladder</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>
<b>Standard 6:</b> The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.	Dance Assessment	<ul style="list-style-type: none"> <li>• 5, 6, 7, 8</li> <li>• Pilates/Yoga</li> <li>• Troika</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Pilates/Yoga</li> <li>• Dance</li> </ul>
<b>Standard 7:</b> The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.	Teambuilding Response Journal	<ul style="list-style-type: none"> <li>• Two by Four Shuffle</li> <li>• Spider's Web</li> <li>• Warp Speed</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>