

## SPARK Alignment with Oklahoma Early Childhood Physical Education Standards Early Childhood (2011 version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Large Motor Skill Development</b> <b>Standard 1: The child will participate in activities that involve large motor skills.</b>			
Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).	Building Blocks Performance Rubric	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Galloping</li> <li>• Running</li> <li>• Side-Sliding</li> <li>• Skipping</li> <li>• Leaping</li> </ul>	<ul style="list-style-type: none"> <li>• Building Blocks</li> <li>• Building Blocks</li> <li>• Building Blocks</li> <li>• Building Blocks</li> <li>• Building Blocks</li> <li>• Building Blocks</li> </ul>
Demonstrates body and space awareness to move and stop with control over speed and direction.	Building Blocks Performance Rubric	<ul style="list-style-type: none"> <li>• Personal Space</li> <li>• Spatial Relationships</li> <li>• Starting and Stopping</li> <li>• Dance Freeze</li> </ul>	<ul style="list-style-type: none"> <li>• Building Blocks</li> <li>• Building Blocks</li> <li>• Building Blocks</li> <li>• Musical ASAPs</li> </ul>
Demonstrates nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).	Building Blocks Performance Rubric	<ul style="list-style-type: none"> <li>• Personal Space</li> <li>• Spatial Relationships</li> <li>• Creative Words and Movements</li> <li>• Shake My Sillies Out</li> </ul>	<ul style="list-style-type: none"> <li>• Building Blocks</li> <li>• Building Blocks</li> <li>• Building Blocks</li> <li>• Musical ASAP</li> </ul>

<p>Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p>	<ul style="list-style-type: none"> <li>● Fluffball Fun Performance Rubric</li> <li>● Have a Ball Performance Rubric</li> <li>● Fancy Feet Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Stand and Toss</li> <li>● Self-Toss and Catch</li> <li>● Kicking for Distance</li> <li>● Kicking for Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>● Fluffball Fun</li> <li>● Have a Ball</li> <li>● Fancy Feet</li> <li>● Fancy Feet</li> </ul>
<p>Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).</p>	<ul style="list-style-type: none"> <li>● Have a Ball Performance Rubric</li> <li>● Beanbag Bonanza Performance Rubric</li> <li>● Fluffball Fun Performance Rubric</li> <li>● RSB for Me Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Toss and Catch</li> <li>● Underhand Throwing</li> <li>● Overhand Throwing</li> <li>● Scarf Catching Challenges</li> </ul>	<ul style="list-style-type: none"> <li>● Have a Ball</li> <li>● Beanbag Bonanza</li> <li>● Fluffball Fun</li> <li>● RSB for Me</li> </ul>
<p>Develops coordination and balance through a variety of activities.</p>	<p>Super Stunts Performance Rubric</p>	<ul style="list-style-type: none"> <li>● Single-Leg Balances</li> <li>● Line Walking</li> <li>● Creative Stunts I &amp; II</li> <li>● Animal Movements I, II, &amp; III</li> </ul>	<ul style="list-style-type: none"> <li>● Super Stunts</li> <li>● Super Stunts</li> <li>● Super Stunts</li> <li>● Super Stunts</li> </ul>

## SPARK Alignment with Oklahoma Physical Education Standards (Version 2008)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>K-2</b> <b>MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT</b>			
<b>Standard 1:</b> The student demonstrates competency in many movement forms and proficiency in a few 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>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3:</b> The student exhibits a physically active lifestyle.	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 achieves and maintains 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>
<b>Standard 5:</b> The student demonstrates responsible personal and social behavior 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>
<b>Standard 6:</b> The student demonstrates understanding and respect for differences among people in physical activity settings.	Jumping Rubric	<ul style="list-style-type: none"> <li>• Rope Turning in Pairs</li> <li>• Houdini Hoops</li> <li>• The Mexican Hat Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Games</li> <li>• Dance</li> </ul>
<b>Standard 7:</b> The student understands that physical activity provides opportunities for 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>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>3-5</b> <b>MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT</b>			
<b>Standard 1:</b> The student demonstrates competency in many movement forms and proficiency in a few movement forms.	Hockey Self-Check	<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>
<b>Standard 2:</b> The student applies movement concepts and principles to the learning and development of motor skills.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> <li>• Daily Dozen</li> <li>• Batting Practice</li> <li>• Medicine Ball Madness</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Softball</li> <li>• Group Fitness</li> </ul>
<b>Standard 3:</b> The student exhibits a physically active lifestyle.	Fitness Circuits Think About	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Flexibility Circuit</li> <li>• Body Composition BINGO</li> <li>• Number Run</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Walk/Jog/Run</li> </ul>
<b>Standard 4:</b> The student achieves and maintains a health-enhancing level of physical fitness.	Fitness Circuits Performance Rubric	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Muscular Strength and Endurance 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>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Fun and Flexibility with a Friend</li> <li>• Aerobic Capacity Circuit</li> </ul>	
<p><b>Standard 5:</b> The student demonstrates responsible personal and social behavior in physical activity settings.</p>	<p>Cooperative All-Star Self Check</p>	<ul style="list-style-type: none"> <li>• Cooperative Countdown</li> <li>• VIP Tag</li> <li>• Designated Driver</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Chasing and Fleeing</li> <li>• Cooperatives</li> </ul>
<p><b>Standard 6:</b> The student demonstrates understanding and respect for differences among people 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>
<p><b>Standard 7:</b> The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</p>	<p>Movement Bands Create a Routine Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• Create a Routine</li> <li>• Create a Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Movement Bands</li> <li>• Dance</li> </ul>

## SPARK Alignment with Oklahoma Physical Education Standards Grades 6-7 (MS 2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
Consistently throw, catch, hand and foot dribble a ball while guarded by opponents.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling to Open Space</li> <li>• Dribble Keep Away</li> <li>• 3-Catch with a Post Player</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Soccer</li> <li>• Basketball</li> </ul>
Design and refine a routine combining various jump rope skills to music.	Create a Routine Task Card	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• SPARK Event: International Jump Rope Camp</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Jump Rope</li> </ul>
Perform a variety of multicultural dances and creative movements to music.	Dance <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>• The Korobushka Jigsaw</li> <li>• The Norwegian Polka</li> <li>• Merengue Sweetheart Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Demonstrate accuracy and distance in throwing of a variety of objects (e.g., saucer-shaped disks, deck tennis rings, footballs).	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 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>
Consistently strike a ball so that it travels in an intended direction and	Golf, Hockey <ul style="list-style-type: none"> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Target Golf</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
height using a long-handled implement.	<ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>		
Demonstrate basic skills in modified net games (e.g., tennis, volleyball, badminton) and invasive games (teams moving into the opponents territory, e.g., soccer, basketball).	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Singles/Doubles Game Play</li> <li>• Mini-Hockey</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Hockey</li> <li>• Soccer</li> </ul>
Volley an object in a small group, without catching it (e.g., balloon, ball, foot bag).	Volleyball, World Games: <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>• Sepak Takraw</li> <li>• Volley Tennis</li> <li>• Mini-Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• Volleyball</li> <li>• Volleyball</li> </ul>
Consistently strike a ball to a wall or a partner with a paddle/racket using both forehand and backhand strokes.	Racquets and Paddles: <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>• Introduction to the Forehand Stroke</li> <li>• Introduction to the Backhand Stroke</li> <li>• Volley Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.</b>			
Identify the critical elements of performing more advanced movement skills	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> <li>• Advanced Shots</li> <li>• Individual Trick Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Handball</li> <li>• Jump Rope</li> </ul>
Apply specific knowledge in skill development.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Hurdling</li> <li>• Individual Juggling</li> <li>• Introduction to Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• World Games</li> <li>• Fitness</li> </ul>
Identify characteristics of highly skilled performance in a few movement forms.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• Create a Hip Hop Routine</li> <li>• Bullseye and Long Shot</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Dance</li> <li>• Soccer</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3: The student exhibits a physically active lifestyle.</b>			
Participate in an individualized fitness program.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Monitor heart rate before, during and after activity.	<i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Daytona 2000</li> <li>• Create a Routine (Aerobic Capacity)</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
Identify benefits of participation in different forms of physical activities.	Sample debrief question: <i>Name a short-term benefit of participating in physical activities. What are some long-term benefits?</i>	<ul style="list-style-type: none"> <li>• Body Composition 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>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.</b>			
Set goals for achieving and maintaining acceptable body composition levels.	Fitness Self-Check Personally Fit SPARKfit (SPARKfamily.org)	<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> </ul>
Identify benefits of participation in different forms of physical activities.	Sample debrief question: <i>Name a short-term benefit of participating in physical activities.</i> <i>What are some long-term benefits?</i>	<ul style="list-style-type: none"> <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> </ul>
Explain the importance of the components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, and body composition.	Fitness Unit Written Test Sample debrief question: <i>What are some activities that are effective in improving each of the health-related physical fitness components?</i>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Basic Exercise Techniques</li> <li>• Resistance Band Workout</li> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Body</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
		Composition Circuit	
Identify proper warm-up, conditioning, cool-down techniques, and safe principles of exercise.	Sample debrief question: <i>What should be included in a proper warm-up? What should be included in a proper cool-down?</i>	<ul style="list-style-type: none"> <li>• Individual Warm-Up Routines (ASAP)</li> <li>• Partner Warm-Up Routines (ASAP)</li> <li>• Range of Motion</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Jump Rope</li> <li>• Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.</b>			
Design and play small group games that involve cooperating with others.	<i>Create a Game Task Card</i>	<ul style="list-style-type: none"> <li>• Volleyball Xtreme</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> </ul>
Apply rules and etiquette in physical activities.	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>• Merengue Etiquette and Basics</li> <li>• Swing Etiquette and Basics</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• Dance</li> <li>• Dance</li> </ul>
Accept and respect the decisions made by game officials, whether they are fellow students, teachers, or volunteers.	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>• Respect and Roll Taking</li> <li>• Mini-Volleyball</li> <li>• Singles/Doubles Game Play</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• Volleyball</li> <li>• Racquets and Paddles</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.</b>			
Participate with and show respect for persons of like and different skill levels.	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>• Adventure Racing 101</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• Cooperatives</li> </ul>
Demonstrate sensitivity to the feelings of others during interaction with others in a physical activity setting.	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>• Appreciation and Assistance</li> </ul>	<ul style="list-style-type: none"> <li>• First 5 Lessons</li> <li>• First 5 Lessons</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</b>			
Enjoy the challenges of learning new activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> <li>• Disc Throwing Stations</li> <li>• Individual Trick Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Flying Disc</li> <li>• Jump Rope</li> </ul>
Become more skilled in participation of favorite activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> <li>• Advanced Shots</li> <li>• Target Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Handball</li> <li>• Golf</li> </ul>
Identify the creative aspects of performance of physical activity.	Sample debrief question: <i>What makes a performance visually appealing? How would changing the speed (direction, level, etc.) affect the way a routine looks?</i>	<ul style="list-style-type: none"> <li>• Create a Hip Hop Routine</li> <li>• Create your own Swing Moves</li> <li>• Creating Combinations</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Stunts and Tumbling</li> </ul>

## Grade 8 (MS 2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
Design and perform rhythmic activities involving physical movement with or without music, encompassing a variety of multicultural forms of movement and/or manipulative objects (e.g., tinikling, jump rope, creative movement).	Dance, Jump Rope, Fitness: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Create a 4-Wall Line Dance</li> <li>• Create an Aerobic Capacity Routine</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Fitness</li> <li>• Jump Rope</li> </ul>
Design sequences demonstrating rhythmic movement incorporating the manipulation of objects.	Jump Rope: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> </ul>
Design smooth sequences demonstrating traveling, jumping, rolling, balancing, and weight transfer with intentional changes in direction, speed, and flow.	Stunts and Tumbling: <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>• Creating Combinations</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.</b>			
Demonstrate competency in a variety of movement forms.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Disc Throwing Stations</li> <li>• Stunts and Tumbling Buffet</li> <li>• Individual Juggling</li> <li>• Putting to Targets</li> <li>• Volleyball Stations</li> <li>• Extreme Rally</li> <li>• Passing and Receiving</li> <li>• Bullseye and Long Shot</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Stunts and Tumbling</li> <li>• World Games</li> <li>• Golf</li> <li>• Volleyball</li> <li>• Racquets and Paddles</li> <li>• Football</li> <li>• Soccer</li> <li>• Hockey</li> </ul>
Demonstrate basic skills and safety procedures for participating in selected outdoor pursuits.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint and Jump Circuit</li> <li>• Target Golf</li> <li>• Disc Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Golf</li> <li>• Flying Disc</li> </ul>
Use offensive and defensive strategies in modified activities of team and individual sports.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>	<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>
Evaluate and select strategies for	Specific Unit:	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
improved performance in selected activities.	<ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Disc Throwing Stations</li> <li>• Individual Trick Circuit</li> </ul>	Tumbling <ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Jump Rope</li> </ul>
Demonstrate basic to intermediate proficiency in at least one activity from the following categories: individual, dual, and team sports.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• One Wall Paddleball</li> <li>• Singles/Doubles Game Play</li> <li>• Royal Court</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Handball</li> <li>• Volleyball</li> </ul>
Demonstrate basic to intermediate proficiency in at least one of the following categories: aquatics, dance, gymnastics, and outdoor pursuits.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling Buffet</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Perform a variety of dances with fluency and in time to music (e.g., folk, square, social, creative).	Dance: <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>• The Korobushka Jigsaw</li> <li>• The Norwegian Polka Jigsaw</li> <li>• Merengue Mixer!</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3: The student exhibits a physically active lifestyle.</b>			
Establish personal fitness goals.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Participate regularly in and out of the school setting in health-enhancing physical activity to accomplish personal goals.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Demonstrate knowledge of long-term physiological and psychological benefits that may result from regular participation in physical activity.	Sample debrief question: <i>Name a short-term benefit of participating in physical activities.</i> <i>What are some long-term benefits?</i>	<ul style="list-style-type: none"> <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> </ul>
Correctly demonstrate various weight-training principles.	Fitness: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Fitness in the Middle</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
Describe principles of training and conditioning for specific activities.	Sample debrief question: <i>How would you</i>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Stability Ball and</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
	<i>describe the principle of overload to improve your muscular strength?</i>	Medicine Ball Workout <ul style="list-style-type: none"><li>• Fitness in the Middle</li></ul>	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.</b>			
Analyze and categorize activities and exercises according to potential fitness benefits.	Sample debrief question: <i>What are some activities that are effective in improving each of the health-related physical fitness components?</i>	<ul style="list-style-type: none"> <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>
Evaluate the role of exercise and other factors to be considered in weight control.	Fitness Self-Check Personally Fit SPARKfit (SPARKfamily.org)	<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> </ul>
Design and participate in an individual fitness program that emphasizes health-related fitness components: muscular strength, muscular endurance, flexibility, cardiovascular endurance and body	Sample debrief question: <i>What are some activities that are effective in improving each of the health-</i>	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
composition.	<i>related physical fitness components?</i>		
Use results from fitness assessments to guide changes in personal program.	Fitness Self-Check	Personally Fit SPARKfit (SPARKfamily.org)	
Design and implement a personal fitness profile that relates to total wellness.	Personally Fit SPARKfit (SPARKfamily.org)		
Utilize technology to research fitness, health, and wellness information.	<i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Daytona 2000</li> <li>• Create a Routine (Aerobic Capacity)</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <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: The student demonstrates responsible personal and social behavior in physical activity settings.</b>			
Demonstrate appropriate conduct as an individual and as part of a group.	Cooperatives: <ul style="list-style-type: none"> <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>• 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>
Apply appropriate safety rules and precautions inherent to physical education.	Cooperatives Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Stunts</li> <li>• Advanced Progressions</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Fitness</li> </ul>
Recognize the influence of peer pressure.	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>• 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>
Solve problems by analyzing causes and potential solutions.	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>• Adventure Racing 101</li> <li>• Poker 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
	Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> <li>• Final Cooperative Adventure Race</li> </ul>	
Work cooperatively with a group to achieve group goals.	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>• Phone Home</li> <li>• Down the Line</li> <li>• Radio Control</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>Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.</b>			
Show respect for persons of like and different skill levels.	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>• Appreciation and Assistance</li> <li>• Adventure Racing 101</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>• Cooperatives</li> <li>• First 5 Lessons</li> </ul>
Discuss the historical role of various games, sports, and dance in the cultural life of a population.	World Games, Dance: <ul style="list-style-type: none"> <li>• Performance Rubric</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Sepak Takraw</li> <li>• Modified Cricket</li> <li>• The Korobushka Jigsaw</li> <li>• The Norwegian Polka Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• World Games</li> <li>• Dance</li> <li>• Dance</li> </ul>
Utilize technology in gathering information concerning the history of sports and other cultural games and dances.	World Games, Dance: <ul style="list-style-type: none"> <li>• Performance Rubric</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Sepak Takraw</li> <li>• Modified Cricket</li> <li>• The Korobushka Jigsaw</li> <li>• The Norwegian Polka Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• World Games</li> <li>• Dance</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</b>			
Try new and challenging activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> <li>• Disc Throwing Stations</li> <li>• Individual Trick Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Flying Disc</li> <li>• Jump Rope</li> </ul>
Recognize physical activity as a means for self-expression and enjoyment.	Dance, Fitness, Jump Rope, Stunts and Tumbling: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Hip Hop Routine</li> <li>• Create your own Swing Moves</li> <li>• Creating Combinations</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Stunts and Tumbling</li> </ul>
Become more skilled in a selected favorite activity.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> <li>• Advanced Shots</li> <li>• Target Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Handball</li> <li>• Golf</li> </ul>

## SPARK Alignment with Oklahoma Physical Education Standards Grade 9 (HS 2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
Design and perform rhythmic activities involving physical movement with or without music, encompassing a variety of multicultural forms of movement and/or manipulative objects (e.g., tinkling, jump rope, creative movement).	Dance: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Hip Hop Routine</li> <li>• Event: Dance Olympics</li> <li>• iFreestyle Aerobics</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Group Fitness</li> </ul>
Design sequences demonstrating rhythmic movement incorporating the manipulation of objects.	Group Fitness: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• iCardio Kickboxing</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> </ul>
Design smooth sequences demonstrating traveling, jumping, rolling, balancing, and weight transfer with intentional changes in direction, speed, and flow.	Group Fitness: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• iCardio 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>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.</b>			
Demonstrate competency in a variety of movement forms.	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>
Demonstrate basic skills and safety procedures for participating in selected outdoor pursuits.	Cooperatives: Orienteering <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>• Star Quest</li> <li>• The Deuce</li> <li>• Tri-Pod</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives: Orienteering</li> <li>• Cooperatives: Orienteering</li> <li>• Cooperatives: Orienteering</li> </ul>
Use offensive and defensive strategies in modified activities of team and individual sports.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Big D (4-on-4 Royal Court)</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>• Basketball</li> <li>• Football</li> <li>• Badminton</li> </ul>
Evaluate and select strategies for improved performance in selected activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Personal Best Assessments</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton Personal Best</li> <li>• Basketball Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Basketball</li> <li>• Cooperatives: Orienteering</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives: Orienteering Personal Best</li> <li>• Dance Personal Best</li> <li>• Flying Disc: Ultimate Personal Best</li> <li>• Football Personal Best</li> <li>• Hockey Personal Best</li> <li>• Soccer Personal Best</li> <li>• Softball Personal Best</li> <li>• Volleyball Personal Best</li> <li>• World Games: Cricket Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Flying Disc: Ultimate</li> <li>• Football</li> <li>• Hockey</li> <li>• Soccer</li> <li>• Softball</li> <li>• Volleyball</li> <li>• World Games: Cricket</li> </ul>
<p>Demonstrate basic to intermediate proficiency in at least one activity from the following categories: individual, dual, and team sports.</p>	<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>• 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>• Badminton</li> <li>• Softball</li> <li>• Flying Disc: Ultimate</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Demonstrate basic to intermediate proficiency in at least one of the following categories: aquatics, dance, gymnastics, and outdoor pursuits.	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>• Dive In: FUNctional Aquatic Jigsaw Event: Dance Olympics</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives: Orienteering</li> <li>• Aquatics (Group Fitness online unit)</li> <li>• Dance</li> </ul>
Perform a variety of dances with fluency and in time to music (e.g., folk, square, social, creative).	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Hip Hop Jigsaw</li> <li>• Stutter Stomp</li> <li>• Waltzing Royalty Mixer</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3: The student exhibits a physically active lifestyle.</b>			
Establish personal fitness goals.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Participate regularly in and out of the school setting in health-enhancing physical activity to accomplish personal goals.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Demonstrate knowledge of long-term physiological and psychological benefits that may result from regular participation in physical activity.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Correctly demonstrate various weight-training principles.	Strength Training Performance Rubric	<ul style="list-style-type: none"> <li>• Basic Training: Shoulders</li> <li>• Basic Training: Legs</li> <li>• Basic Training: Arms</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• Strength Training</li> <li>• Strength Training</li> </ul>
Describe principles of training and conditioning for specific activities.	Personal Fitness Program Development	<ul style="list-style-type: none"> <li>• Create Your Own ST Program</li> <li>• Personal Fitness Program Development</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• Personally Fit</li> <li>• SPARKfit (SPARKfamily.org)</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.</b>			
Analyze and categorize activities and exercises according to potential fitness benefits.	Walk and Talk Fun-day-mentals Jigsaw Think About...	Personally Fit SPARKfit (SPARKfamily.org)	
Evaluate the role of exercise and other factors to be considered in weight control.	Walk and Talk Fun-day-mentals Jigsaw Think About...	Personally Fit SPARKfit (SPARKfamily.org)	
Design and participate in an individual fitness program that emphasizes health-related fitness components: muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Use results from fitness assessments to guide changes in personal program.	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>• Strength Training</li> <li>• Wellness Walking</li> </ul>
Design and implement a personal fitness profile that relates to total wellness.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Utilize technology to research fitness, health, and wellness information.	Heart Rate Monitor Logs Pedometer Logs	<ul style="list-style-type: none"> <li>• Walk and Talk Fun-day-mentals Jigsaw</li> <li>• Aerobics Basic Training</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness Walking</li> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"><li data-bbox="1108 315 1304 386">• HIIT Basic Training</li></ul>	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.</b>			
Demonstrate appropriate conduct as an individual and as part of a group.	Specific Unit: <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda Character Ed Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Waltzing Royalty Jigsaw (Mixer)</li> <li>• SPARK Event 101</li> <li>• SPARK Game Day 101</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> </ul>
Apply appropriate safety rules and precautions inherent to physical education.	Specific Unit: <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda Character Ed Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training Adventure Race</li> <li>• Game Day 101</li> <li>• Create a Hip Hop Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• SPARK HS PE 101</li> <li>• Dance</li> </ul>
Recognize the influence of peer pressure.	Specific Unit: <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda Character Ed</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
Solve problems by analyzing causes and potential solutions.	Journaling Specific Unit: <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda Character Ed Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Event: The Crackerjack Classic (Option 1: Create &amp; Play Your Own Game)</li> <li>• Strength Training Adventure Race</li> <li>• Adventure Race 101</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Strength Training</li> <li>• SPARK HS PE 101</li> </ul>
Work cooperatively with a group to achieve group goals.	Specific Unit: <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda Character Ed Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Adventure Race 101</li> <li>• Orienteering Adventure Race</li> <li>• The Navigational Invitational</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK HS PE 101</li> <li>• Cooperatives: Orienteering</li> <li>• Cooperatives: Orienteering</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.</b>			
Show respect for persons of like and different skill levels.	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 Mixer</li> <li>• Event: The Crackerjack Classic (Option 1: Create &amp; Play Your Own Game)</li> <li>• Badminton Adventure Race</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Softball</li> <li>• Badminton</li> </ul>
Discuss the historical role of various games, sports, and dance in the cultural life of a population.	Quick Cricket Sport Literacy Integration	<ul style="list-style-type: none"> <li>• Quick Cricket</li> <li>• Wicket Busters</li> <li>• The Cricket World Cup</li> </ul>	<ul style="list-style-type: none"> <li>• World Games: Cricket</li> <li>• World Games: Cricket</li> <li>• World Games: Cricket</li> </ul>
Utilize technology in gathering information concerning the history of sports and other cultural games and dances.	Cricket Adventure Race Global/Multicultural Integration	<ul style="list-style-type: none"> <li>• Cricket Adventure Race</li> </ul>	<ul style="list-style-type: none"> <li>• World Games: Cricket</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</b>			
Try new and challenging activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Performance Rubric</li> <li>• Fundamental Jigsaw Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Hip Hop Jigsaw</li> <li>• Basic Training: Cardio Kickboxing</li> <li>• Fun-day-mentals Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Group Fitness</li> <li>• Cooperatives: Orienteering</li> </ul>
Recognize physical activity as a means for self-expression and enjoyment.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> <li>• Create Your Own ST Program</li> <li>• iYoga</li> <li>• Create a Hip Hop Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• Group Fitness</li> <li>• Dance</li> </ul>
Become more skilled in a selected favorite activity.	Specific Unit Personal Best Assessment	<ul style="list-style-type: none"> <li>• Badminton Personal Best</li> <li>• Basketball Personal Best</li> <li>• Cooperatives: Orienteering Personal Best</li> <li>• Dance Personal Best</li> <li>• Flying Disc: Ultimate Personal Best</li> <li>• Football Personal Best</li> <li>• Hockey Personal</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Basketball</li> <li>• Cooperatives: Orienteering</li> <li>• Dance</li> <li>• Flying Disc: Ultimate</li> <li>• Football</li> <li>• Hockey</li> <li>• Soccer</li> <li>• Softball</li> <li>• Volleyball</li> <li>• World Games: Cricket</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<p>Best</p> <ul style="list-style-type: none"><li>• Soccer Personal Best</li><li>• Softball Personal Best</li><li>• Volleyball Personal Best</li><li>• World Games: Cricket Personal Best</li></ul>	

## Grades 10-12 (HS 2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
Demonstrate basic to intermediate knowledge and skill proficiency in at least one of the following categories: aquatics, combative, dance, individual and team sports, and outdoor pursuits.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Personal Best Assessment</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Orienteering Personal Best</li> <li>• Aquatics Personal Best</li> <li>• Hockey Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives: Orienteering</li> <li>• Aquatics (online Group Fitness unit)</li> <li>• Hockey</li> </ul>
Demonstrate intermediate to advanced knowledge and skill proficiency in at least one of the following categories: aquatics, combative, dance, individual and team sports and outdoor pursuits.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Personal Best Assessment</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Orienteering Personal Best</li> <li>• Aquatics Personal Best</li> <li>• Hockey Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives: Orienteering</li> <li>• Aquatics (online Group Fitness unit)</li> <li>• Hockey</li> </ul>
Perform at least one intermediate/advanced level of rhythmic activity, in time to music, from the following categories: folk, square, social, or creative dance.	Dance: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Hip Hop Jigsaw</li> <li>• Stutter Stomp</li> <li>• Waltzing Royalty Mixer</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Explore introductory outdoor activities (e.g., orienteering, hiking, cycling).	Cooperatives: Orienteering <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Fun-day-mentals Jigsaw</li> <li>• Walking Circuits</li> <li>• Orienteering Adventure Race</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives: Orienteering</li> <li>• Wellness Walking</li> <li>• Cooperatives: Orienteering</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.</b>			
Apply biomechanical principles and concepts to analyze and improve performance of self and others.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Personal Best Assessment</li> <li>• Fun-day-mentals Jigsaw Notes</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>• Badminton</li> <li>• Softball</li> <li>• Flying Disc: Ultimate</li> </ul>
Compare and contrast offensive and defensive patterns in sports.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> <li>• Big D (4-on-4 Royal Court)</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>• Basketball</li> <li>• Football</li> <li>• Badminton</li> </ul>
Identify and apply critical elements to enable the development of movement proficiency.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Personal Best Assessment</li> <li>• Fun-day-mentals Jigsaw Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Dance Personal Best</li> <li>• Flying Disc: Ultimate Personal Best</li> <li>• Football Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Flying Disc: Ultimate Best</li> <li>• Football</li> </ul>
Utilize technology for increased specialized knowledge of the development of movement proficiency.	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Logs</li> <li>• Pedometer Logs</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Personal Best</li> <li>• Spinning: Bike Set Up (online unit)</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness (online unit)</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 3: The student exhibits a physically active lifestyle.</b>			
Explain how physical activity is likely to change at various stages of life and develop strategies to deal with those changes.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Plan a lifetime physical fitness program profile.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Self-test personal fitness status of health-related components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.	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>• Strength Training</li> <li>• Wellness Walking</li> </ul>
Contrast health-related components with skill-related components of physical fitness.	Fitness Written Test	<ul style="list-style-type: none"> <li>• Yoga Basic Training</li> <li>• HIIT Basic Training</li> <li>• Cardio Kickboxing Basic Training</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.</b>			
Maintain and improve health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).	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>• Strength Training</li> <li>• Wellness Walking</li> </ul>
Evaluate risks and safety factors that may affect physical activity preferences.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Use results of fitness assessments to guide changes in his/her personal program.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Utilize technology to critically evaluate claims and advertisements made about commercial products, programs, and services in the fitness and health fields.	Personally Fit SPARKfit (SPARKfamily.org)		
Categorize activities that can be pursued in the local community according to benefits and participation requirements.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Analyze time, cost, and accessibility factors related to regular participation in physical activities.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.</b>			
Accept responsibility in a leadership role and willingly follow to accomplish group 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>
Avoid potential conflicts by communicating with other participants.	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>
Encourage others to apply appropriate etiquette in all physical activity settings.	Specific Unit: <ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda,</li> </ul>	<ul style="list-style-type: none"> <li>• Waltzing Royalty Mixer</li> <li>• Adventure Race 101</li> <li>• SPARK Event 101</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Woulda Character Ed Journaling Pages		
Demonstrate appropriate conduct and etiquette as an individual and as a part of a group.	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 Mixer</li> <li>• Adventure Race 101</li> <li>• SPARK Event 101</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> </ul>
Accept and respect the decisions made by game officials, whether fellow students, teachers, or volunteers.	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>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
----------	-----------------------	-------------------------	--------------------------

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.</b>			
Participate with and show respect for persons of like and different skill levels.	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>
Respect physical and mental limitations of self and others.	<i>Create a Game Task Card</i>	<ul style="list-style-type: none"> <li>• Event: The Crackerjack Classic (Option 1: Create &amp; Play Your Own Game) Adventure Race</li> <li>• Adventure Race 101</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• SPARK HS PE 101</li> </ul>
Participate in a variety of games, sports, and rhythmic activities representing various multicultural backgrounds.	World Games: Cricket Performance Rubric	<ul style="list-style-type: none"> <li>• Quick Cricket</li> <li>• Wicket Busters</li> <li>• The Cricket World Cup</li> </ul>	<ul style="list-style-type: none"> <li>• World Games: Cricket</li> <li>• World Games: Cricket</li> <li>• World Games: Cricket</li> </ul>
Identify the effects (e.g., physical fitness level, climatic conditions) of	Personally Fit		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.	SPARKfit ( <a href="http://SPARKfamily.org">SPARKfamily.org</a> )		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</b>			
Identify factors that contribute to the enjoyment of participation in physical activity.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Yoga Basic Training</li> <li>• HIIT Basic Training</li> <li>• Cardio Kickboxing Basic Training</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>
Make meaningful contributions to the achievement of a team.	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>
Recognize that participation in physical activity can provide opportunities for positive social interaction.	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 Mixer</li> <li>• Adventure Race 101</li> <li>• SPARK Event 101</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• SPARK HS PE 101</li> <li>• SPARK HS PE 101</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Voluntarily participate in physical activity in and out of the school setting.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	