

SPARK Alignment with Pennsylvania Physical Education Standards Early Childhood (2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
10.4: Physical Activity: Gross Motor Coordination			
Combine large motor movements with the use of equipment	<ul style="list-style-type: none"> • Hoop It Up Performance Rubric • Parachute Play Performance Rubric • Beanbag Bonanza Performance Rubric 	<ul style="list-style-type: none"> • Introduction to Hoops • Parachute Wheel • Introduction to Beanbags 	<ul style="list-style-type: none"> • Hoop It Up • Parachute Play • Beanbag Bonanza
Demonstrate coordination of body movements in active play	<ul style="list-style-type: none"> • Super Stunts Performance Rubric 	<ul style="list-style-type: none"> • Animal Movements I, II, & III • Creative Stunts I & II • Firefighter Activities 	<ul style="list-style-type: none"> • Super Stunts • Super Stunts • Rope Action
Move and stop with control	<ul style="list-style-type: none"> • Building Blocks Performance Rubric • Hoop It Up Performance Rubric 	<ul style="list-style-type: none"> • Starting and Stopping • Dance Freeze • Red Light, Green Light! 	<ul style="list-style-type: none"> • Building Blocks • Musical ASAPs • Hoop It Up

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Perform a variety of movement skills along side and with a partner	<ul style="list-style-type: none"> • Building Blocks Performance Rubric • Super Stunts Performance Rubric 	<ul style="list-style-type: none"> • Sharing • Partner Super Stunts • Station Play 	<ul style="list-style-type: none"> • Building Blocks • Super Stunts • Rope Action
Exhibit balance while moving on large motor equipment	Super Stunts Performance Rubric	<ul style="list-style-type: none"> • Line Walking 	<ul style="list-style-type: none"> • Super Stunts
Show enthusiasm for mastery of gross motor movements through repetitive practice	Building Blocks Performance Rubric	<ul style="list-style-type: none"> • Jumping • Side-Sliding • Leaping 	<ul style="list-style-type: none"> • Building Blocks • Building Blocks • Building Blocks

SPARK Alignment with Pennsylvania Physical Education Standards

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K-2 (2008 Edition)			
10.5.3.A 10.5.3.C 10.3.3.D (Orientation/Rules/Personal Space)	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Balance, Stunts, and Tumbling
10.5.3.A 10.4.3.A 10.4.3.C 10.5.3.B 10.5.3.E 10.5.3.F 10.5.3.D (Locomotor Skills, Non-Locomotor Skills, Space Awareness, Dodging/Fleeing/Chasing)	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, Directions • Body Management and Balance • Chasing and Fleeing 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
10.4.3.A 10.4.3.F 10.5.3.A 10.5.3.F (Ball Skills)	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Kicking and Trapping Circuit • Volleying and Striking 	<ul style="list-style-type: none"> • Catching and Throwing • Kicking and Trapping • Volleying and Striking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Introduction	
10.5.3.A 10.5.3.C 10.4.3.E 10.4.3.F (Manipulatives)	Manipulatives Rubric	<ul style="list-style-type: none"> • Scarf Exploration • Beanbag Exploration • Ribbon Wand Exploration 	<ul style="list-style-type: none"> • Manipulatives • Manipulatives • Manipulatives
10.4.3.A 10.4.3.C 10.4.3.D 10.4.3.E 10.4.3.F 10.5.3.A 10.5.3.C (Rhythms/Dance)	Dance Rubric	<ul style="list-style-type: none"> • The Conga • Hawaiian Roller Coaster Ride • Alley Cat 	<ul style="list-style-type: none"> • Dance • Dance • ASAP
10.4.3.A 10.4.3.D 10.5.3.A 10.5.3.B 10.5.3.E (Tumbling/Gymnastics)	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Weight Transfer and Rolls • Stunts Add-On • Stunts Circuit 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
10.4.3.F 10.4.3.A 10.4.3.B 10.4.3.C 10.5.3.F	Games Rubric	<ul style="list-style-type: none"> • Cookie Monster Tag • Catch a Tail • Sugar and Fat Tag 	<ul style="list-style-type: none"> • Games • Games • Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
10.5.3.D 10.5.3.A (Tag/Relay Races/Low Organized Games)			

SPARK Alignment with Pennsylvania Physical Education Standards Grade 3 (Version 2007)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
10.4 Physical Activity			
A. Identify and engage in physical activities that promote physical fitness and health.	Personal Best Log	All-Run Kickball	All-Run Games
B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.	Personal Best Log	Dribble Keep Away Dodge and Pass Fat Cell Tag	Basketball Hockey Aerobic Games
C. Know and recognize changes in body responses during moderate to vigorous physical activity. <ul style="list-style-type: none"> • heart rate • breathing rate 	Personal Best Log	Run to the Border Run USA Jump Rope Continuity Drills	Run to the Border Run USA Jump Rope
D. Identify likes and dislikes related to participation in physical activities	Fitness Think About	Jump Rope Continuity Drills Individual Balance Stunts	Jump Rope Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>E. Identify reasons why regular participation in physical activities improves motor skills.</p>	<p>Are You Part of the Cast? Cooperative All-Star Teammate—Self Check</p>	<p>Partner Throw and Catch</p> <p>Partner Step Back</p> <p>Five Person Throw and Run</p>	<p>Softball</p>
<p>F. Recognize positive and negative interactions of small group activities.</p> <ul style="list-style-type: none"> • roles (e.g., leader, follower) • cooperation, sharing • on task participation 	<p>Are You Part of the Cast? Cooperative All-Star Teammate—Self Check</p>	<p>Super Hero’s Cape</p>	<p>Parachute</p>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
10.5 Concepts, Principles and Strategies of Movement			
<p>A. Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, direction) • effort (e.g., speed, force) 	Create A Routine Rubric (Stunts and Tumbling)	Individual Balance Stunts	Gymnastics
<p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> • form • developmental differences • critical elements • feedback 	Jump Rope Self Check	Double and Single Bounce Forward Double and Single Bounce Backward Cross-Overs	Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
C. Know the function of practice.	Basketball Learning Log	3 Catch Game	Basketball
<p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> • frequency: how often to exercise • intensity: how hard to exercise • time: how long to exercise • type: what kind of exercise 	Fitness Think About	Fun and Fitness Circuits Astronaut Drills	Group Fitness
<p>E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.</p> <ul style="list-style-type: none"> • gravity • force production, absorption • balance • rotation 	Stunts & Tumbling Learning Log	Partner Balance Partner Pass and Receive Partner Face-Off Pass	Gymnastics Basketball Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> • faking, dodging • passing, receiving • moving to be open • defending space • following rules of play 	<p>Are You Part of the Cast? Cooperative All-Star Teammate—Self Check</p>	<p>Tag</p> <p>Dribble Keep Away</p> <p>Dribble Keep Away</p>	<p>Aerobic Games</p> <p>Basketball</p> <p>Hockey</p>

SPARK Alignment with Pennsylvania Physical Education Standards MS (2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
10.4. Physical Activity			
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	Personally Fit Activity Challenge: In the Mood to Move Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric • Written Test 	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Introduction to Yoga • Introduction to Pilates 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. <ul style="list-style-type: none"> • Stress management • Disease prevention • Weight management 	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"> • Body Composition Circuit • Introduction to Yoga • Introduction to Pilates 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
C. Analyze factors that affect the responses of body systems during moderate to vigorous physical	<i>Create A Routine (Fitness Aerobic Capacity) Extension:</i>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activities. <ul style="list-style-type: none"> • Exercise (e.g., climate, altitude, location, temperature) • Healthy fitness zone • Individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • Drug/substance use/abuse 	<i>Heart Rate Monitors</i>	<ul style="list-style-type: none"> • Heart Rate Highway • Daytona 2000 • Create a Routine (Aerobic Capacity) 	<ul style="list-style-type: none"> • Fitness • Fitness
D. Analyze factors that affect physical activity preferences of adolescents. <ul style="list-style-type: none"> • Skill competence • Social benefits • Previous experience • Activity confidence 	Personally Fit Activity Challenge: In the Mood to Move Sample debrief question: <i>What are some factors that affect your choice of physical activity?</i>	Personally Fit SPARKfit (SPARKfamily.org)	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. <ul style="list-style-type: none"> • Personal choice • Developmental differences • Amount of physical activity • Authentic practice 	Personally Fit Activity Challenge: In the Mood to Move Sample debrief question: <i>How do your choices of the physical activities you engage in affect your skill</i>	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>improvement?</i>		
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. <ul style="list-style-type: none"> • Group dynamics • Social pressure 	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics 	<ul style="list-style-type: none"> • Respect and Roll Taking • Acceptance and Super Grouping • Adventure Racing 101 	<ul style="list-style-type: none"> • First 5 Lessons • First 5 Lessons • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
10.5. Concepts, Principles and Strategies of Movement			
<p>A. Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> • Agility • Balance • Coordination • Power • Reaction time • Speed 	<p>Sample debrief question: <i>What are some activities that are effective in improving each of the skill-related physical fitness components?</i></p>	<p>Personally Fit SPARKfit (SPARKfamily.org)</p>	
<p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <ul style="list-style-type: none"> • Response selection • Stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • Types of skill (i.e. discrete, serial, continuous) 		•	•
<p>C. Identify and apply practice strategies for skill improvement.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Disc Throwing Stations • Stunts and Tumbling Buffet • Individual Juggling • Putting to Targets • Volleyball Stations • Extreme Rally 	<ul style="list-style-type: none"> • Flying Disc • Stunts and Tumbling • World Games • Golf • Volleyball • Racquets and Paddles

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Passing and Receiving • Bullseye and Long Shot • Shooting Drills 	<ul style="list-style-type: none"> • Football • Soccer • Hockey
<p>D. Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> • Specificity • Overload • Progression • Aerobic/anaerobic • Circuit/interval • Repetition/set 	<p>Sample debrief question: <i>How would you describe the principle of overload to improve your muscular strength?</i></p>	<ul style="list-style-type: none"> • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Fitness in the Middle 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
<p>E. Analyze and apply scientific and biomechanical principles to complex movements.</p> <ul style="list-style-type: none"> • Centripetal/centrifugal force • Linear motion • Rotary motion • Friction/resistance • Equilibrium • Number of moving segments 	<p>Sample debrief questions: <i>How do body rotation, opposition, weight transfer and follow-through affect a thrown ball?</i> <i>If I want my ball to go in a specific direction, what must I do with my arms (racquet, bat, etc.)</i></p>	<ul style="list-style-type: none"> • Passing and Receiving • Shot Put • Distance and Accuracy 	<ul style="list-style-type: none"> • Football • Track • Flying Disc
<p>F. Describe and apply game strategies to complex games and physical activities.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self Check 	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses 	<ul style="list-style-type: none"> • Basketball • Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<ul style="list-style-type: none"> • Offensive strategies • Defensive strategies • Time management 	<ul style="list-style-type: none"> • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Defense • Zone and Person Defense • Zone and Player-to-Player Defenses • Zone Defense 	<ul style="list-style-type: none"> • Flying Disc • Soccer • Hockey

SPARK Alignment with Pennsylvania Physical Education Standards HS (2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
10.4. Physical Activity			
A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. <ul style="list-style-type: none"> • Social • Physiological • Psychological 	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity. <ul style="list-style-type: none"> • Aging • Injury • Disease 	Personal Fitness Program Development Personally Fit Activity Challenge: In the Mood to Move		Personally Fit SPARKfit (SPARKfamily.org)
D. Evaluate factors that affect physical activity and exercise preferences of adults.	Personal Fitness Program Development Personally Fit Activity		Personally Fit SPARKfit (SPARKfamily.org)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<ul style="list-style-type: none"> • Personal challenge • Physical benefits • Finances • Motivation • Access to activity • Self-improvement 	Challenge: In the Mood to Move		
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
F. Assess and use strategies for enhancing adult group interaction in physical activities. <ul style="list-style-type: none"> • Shared responsibility • Open communication • Goal setting 	Specific Unit: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw 101 • Adventure Race 101 • Game Day 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
10.5. Concepts, Principles and Strategies of Movement			
<p>A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Basic Training: FUNctional Fitness Jigsaw • iHIIT (High Intensity Interval Training) • iYoga • Event: Go the Distance 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Group Fitness • Cooperatives: Orienteering
<p>B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> • Open and closed skills • Short-term and long-term memory • Aspects of good performance 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric • Personal Best Assessment 	<ul style="list-style-type: none"> • iFreestyle Aerobics • Event: Dance Olympics • Dive In: Front Crawl • Create a Hip Hop Routine 	<ul style="list-style-type: none"> • Group Fitness • Dance • Aquatics (online Group Fitness unit) • Dance
<p>C. Evaluate the impact of practice strategies on skill development and improvement.</p>	<p>Specific Unit Personal Best Assessments</p>	<ul style="list-style-type: none"> • Badminton Personal Best • Basketball Personal Best • Cooperatives: Orienteering Personal Best • Dance Personal Best 	<ul style="list-style-type: none"> • Badminton • Basketball • Cooperatives: Orienteering • Dance • Flying Disc: Ultimate • Football • Hockey

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		<ul style="list-style-type: none"> • Flying Disc: Ultimate Personal Best • Football Personal Best • Hockey Personal Best • Soccer Personal Best • Softball Personal Best • Volleyball Personal Best • World Games: Cricket Personal Best 	<ul style="list-style-type: none"> • Soccer • Softball • Volleyball • World Games: Cricket
<p>D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p>	<p>Fitness Personal Best Assessment Create Your Strength Training Program Log</p>	<p>Personally Fit SPARKfit (SPARKfamily.org)</p>	
<p>E. Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> • Efficiency of movement • Mechanical advantage • Kinetic energy 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Run the Wickets! • Spinning: Bike Set Up • Basic Training: 	<ul style="list-style-type: none"> • Flying Disc: Ultimate • World Games: Cricket • Group Fitness (online unit)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<ul style="list-style-type: none"> • Potential energy • Inertia • Safety 		Legs	<ul style="list-style-type: none"> • Strength Training
<p>F. Analyze the application of game strategies for different categories of physical activities.</p> <ul style="list-style-type: none"> • Individual • Team • Lifetime • Outdoor 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Event: The Crackerjack Classic (Option 1: Create & Play Your Own Game) Adventure Race • Big D (4-on-4 Royal Court) • Win the Point (Singles Royal Court) • Score More! 	<ul style="list-style-type: none"> • Softball • Basketball • Badminton • Cooperatives: Orienteering