SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
Kindergarten

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
S1E1.K: Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	Building a Foundation Rubric	• Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Locomotor Grab Bag	• Building a Foundation • Building a Foundation • ASAP
S1.E3.K: Performs jumping & landing actions with balance.	Jumping Rubric	• Jumping and Landing • Jumping and Landing Patterns • Jumping for Distance	• Balance, Stunts, and Tumbling • Jumping • Jumping
S1.E5.K: Performs locomotor skills in response to teacher-led creative dance.	Dance Rubric	• Tempos and Creative Moves • The Bouncer • The Shoemaker's Dance • I See, I See	• Building a Foundation • ASAP • ASAP
S1.E7.Ka: Maintains momentary stillness on different bases of support.	Balance, Stunts, and Tumbling Rubric	• Body Management and Balance • Static Balances • Animal Balancing	• Building a Foundation • Balance, Stunts, and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Act	• Balance, Stunts, and Tumbling
S1.E7.Kb: Forms wide, narrow, curled, and twisted body shapes.	Building a Foundation Rubric	• Body Management and Balance • Basic Body Positions	• Building a Foundation • Balance, Stunts, and Tumbling
S1.E9.K: Rolls sideways in a narrow body shape.	Balance, Stunts, and Tumbling Rubric	• Weight Transfer and Rolls	• Balance, Stunts, and Tumbling
S1.E10.K: Contrasts the actions of curling & stretching.	Building a Foundation Rubric	• Body Management and Balance • Basic Body Positions	• Building a Foundation • Balance, Stunts, and Tumbling
S1.E16.Ka: Drops a ball and catches it before it bounces twice.	Dribbling, Volleying, and Striking Rubric	• Bounce and Catch Introduction	• Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
S1.E16.Kb: Catches a large ball tossed by a skilled thrower.	Catching and Throwing Rubric	• Partner Throw and Catch • Partner Throw and Catch Challenges	• Catching and Throwing • Catching and Throwing
S1.E17.K: Dribbles a ball with 1 hand, attempting the second contact.	Dribbling, Volleying, and Striking Rubric	• Dribbling Introduction	• Dribbling, Volleying, and Striking
S1.E18.K: Taps a ball using the inside of the foot, sending it forward.	Kicking and Trapping Rubric	• Dribbling "Soccer Style" • Control Dribble Around Obstacles	• Kicking and Trapping • Kicking and Trapping • Kicking and Trapping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		• Tunnel Dribble	
S1.E21.K: Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.	Kicking and Trapping Rubric	• Kicking for Distance • Kicking for Accuracy • Soccer Golf	• Kicking and Trapping • Kicking and Trapping • Kicking and Trapping
S1.E22.K: Volleys a lightweight object (balloon), sending it upward.	Dribbling, Volleying, and Striking Rubric	• Volleying and Striking Introduction • Keep It Up • Sheep Dogs	• Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
S1.E24.K: Strikes a lightweight object with a paddle or short-handled racket.	Dribbling, Volleying, and Striking Rubric	• Striking with Paddles • Paddle Circuit • Dribbling, Volleying, and Striking Circuit	• Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
S1.E27.Ka: Executes a single jump with self-turned rope.	Jumping Rubric	• Individual Rope Jumping I • Individual Rope Jumping II	• Jumping • Jumping
S1.E27.Kb: Jumps a long rope with teacher-assisted turning.	Jumping Rubric	• Long Rope Jumping I • Long Rope Jumping II	• Jumping • Jumping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
S2.E1.Ka: Differentiates between movement in personal (self-space) and general space.	Building a Foundation Rubric	• Orientation and Personal Space • General Space and Creative Moves	• Building a Foundation • Building a Foundation
S2.E1.Kb: Moves in personal space to a rhythm.	Building a Foundation Rubric	• Tempos and Creative Moves • Alley Cat • The Bouncer	• Building a Foundation • ASAP • ASAP
S2.E2.K: Travels in 3 different pathways.	Building a Foundation Rubric	• Pathways and Creative Moves • Pairs Combining Movement Concepts	• Building a Foundation • Building a Foundation
S2.E3.K: Travels in general space with different speeds.	Building a Foundation Rubric	• Tempos and Creative Moves • The Freeze	• Building a Foundation • ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
S3.E1.K: Identifies active-play	Sample debrief	• Hopscotch (and	• Recess Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
opportunities outside physical education class.	question: *What are some of your favorite physical activities to do outside of school?*	Home Play) • Rock, Papers, Scissor Tag (and Home Play) • Lifetime Wellness • Integrating PE at Home	• Recess Activities • Sparkfamily.org K-2 Curriculum Resources Home Play Activities • Sparkfamily.org K-2 Curriculum Resources Academic Integrations
S3.E2.K: Actively participates in physical education class.	Games Performance Rubric	• Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK	• Games • Building a Foundation • ASAP
S3.E3.K: Recognizes that when you move fast, your heart beats faster and you breathe faster.	Fitness Introduction "Wrap It Up" (Building a Foundation	• Fitness Introduction • Heart Health	• Building a Foundation • Sparkfamily.org K-2 Curriculum Resources Home Play Activities
S3.E6.K: Recognizes that food provides energy for physical activity.	Sugar and Fat Tag "Wrap It Up" (Games)	• Sugar and Fat Tag	• Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4			

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
S4.E1.K: Follows directions in group settings (e.g., safe behavior, following rules, taking turns).	• Parachute Rubric • Games Rubric	• Changing Places • Frog Crossing • Grouping and Moving Together	• Parachute • Games • Building a Foundation
S4.E2.K: Acknowledges responsibility for behavior when prompted.	• Building a Foundation Rubric	• Pairing and Moving Together • Pairs Combining Movement Concepts • Grouping and Making Bridges	• Building a Foundation • Building a Foundation • Building a Foundation
S4.E3.K: Follows instruction/ directions when prompted.	• Building a Foundation Rubric • Parachute Rubric	• Movement Concepts Using Hoops • Space Mountain • Super Hero's Cape	• Building a Foundation • Parachute • Parachute
S4.E4.K: Shares equipment and space with others.	• Building a Foundation Rubric	• Line Boogie • Rolling and Catching with a Partner • Pairing and Moving Together	• Manipulatives • Catching and Throwing • Building a Foundation
S4.E5.K: Recognizes the established protocols for class activities.	• Building a Foundation Rubric • Parachute Rubric • Balance, Stunts,	• Orientation and Personal Space • Stunts Introduction • Parachute Introduction	• Building a Foundation • Balance, Stunts, and Tumbling • Parachute

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	and Tumbling Rubric		
S4.E6.K: Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	• Parachute Rubric • Balance, Stunts, and Tumbling Rubric	• Changing Places • Stunts Introduction • Parachute Introduction	• Parachute • Balance, Stunts, and Tumbling • Parachute

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
S5.E1.K: Recognizes that physical activity is important for good health.	Sample debrief question: *Is being physically active good for your health?*	• Fitness Introduction • Fitness Introduction (SPARK It Up!)	• Building a Foundation • Building a Foundation •
S5.E2.K: Acknowledges that some physical activities are challenging/difficult.	Sample debrief question: *Name some activities that were difficult when you first tried them.*	• Weight Transfers and Rolls • Partner Throw and Catch Challenges • Soccer Golf	• Balance, Stunts, and Tumbling • Catching and Throwing • Kicking and Trapping
S5.E3.Ka: Identifies physical activities that are enjoyable.	Sample debrief question: *What are some of your favorite physical activities to do outside of school?*	• Integrating PE at Home	• Sparkfamily.org K-2 Curriculum Resources • Academic Integrations

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
S5.E3.Kb: Discusses the enjoyment of playing with friends.	Sample debrief question: *Why is it fun to play with friends?*	• Fun with Friends • Summer Fun	• Sparkfamily.org K-2 Curriculum Resources Home Play Activities

SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
1st Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
S1.E1.1: Hops, gallops, jogs and slides using a mature pattern.	Building a Foundation Rubric	• Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Locomotor Grab Bag	• Building a Foundation • Building a Foundation • ASAP
S1.E3.1: Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings.	Jumping Rubric	• Jumping and Landing • Jumping and Landing Patterns • Jumping for Distance	• Balance, Stunts, and Tumbling • Jumping • Jumping
S1.E4.1: Demonstrates 2 of the 5	Jumping Rubric	• Jumping and	• Balance, Stunts, and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
critical elements for jumping and landing in a vertical plane.		Landing • Jumping and Landing Patterns • Jumping for Distance	Tumbling • Jumping • Jumping
S1.E5.1: Combines locomotor and nonlocomotor skills in a teacher-designed dance.	Dance Rubric	• Tempos and Creative Moves • Alley Cat • Hawaiian Roller Coaster Ride	• Building a Foundation • Dance • Dance
S1.E7.1: Maintains stillness on different bases of support with different body shapes.	Balance, Stunts, and Tumbling Rubric	• Body Management and Balance • Animal Balancing Act • Static Balances	• Building a Foundation • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
S1.E8.1: Transfers weight from one body part to another in self-space in dance and gymnastics environments.	Balance, Stunts, and Tumbling Rubric	• Weight Transfer and Rolls • Stunts Add-On	• Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
S1.E9.1: Rolls with either a narrow or curled body shape.	Balance, Stunts, and Tumbling Rubric	• Weight Transfer and Rolls	• Balance, Stunts, and Tumbling
S1.E10.1: Demonstrates twisting, curling, bending & stretching actions.	Balance, Stunts, and Tumbling Rubric	• Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction	• Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
S1.E13.1: Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.	Catching and Throwing Rubric	• Throwing Underhand to Targets • Partner Throw and Catch • Partner Throw and Catch Challenges	• Catching and Throwing • Catching and Throwing • Catching and Throwing
S1.E16.1a: Catches a soft object from a self-toss before it bounces. S1.E16.1b: Catches various sizes of balls self-tossed or tossed by a skilled thrower.	Catching and Throwing Rubric	• Self-Toss and Catch • Partner Throw and Catch • Partner Throw and Catch Challenges	• Catching and Throwing • Catching and Throwing • Catching and Throwing
S1.E17.1: Dribbles continuously in self-space using the preferred hand.	Dribbling, Volleying, and Striking Rubric	• Dribbling Introduction • Squirrels and Acorns	• Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
S1.E18.1: Taps or dribbles a ball using the inside of the foot while walking in general space.	Kicking and Trapping Rubric	• Dribbling "Soccer Style" • Control Dribble around Obstacles	• Kicking and Trapping • Kicking and Trapping
S1.E21.1: Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.	Kicking and Trapping Rubric	• Kicking for Distance • Soccer Golf • Kickback	• Kicking and Trapping • Kicking and Trapping • Recess Activities
S1.E22.1: Volleys an object with an open palm, sending it upward.	Dribbling, Volleying, and Striking Rubric	• Volleying and Striking Introduction	• Dribbling, Volleying, and Striking • Dribbling, Volleying,

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		• Keep It Up • Sheep Dogs	and Striking • Dribbling, Volleying, and Striking
S1.E24.1: Strikes a ball with a short-handled implement, sending it upward.	Dribbling, Volleying, and Striking Rubric	• Striking with Paddles • Paddle Circuit	• Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
S1.E27.1a: Jumps forward or backward consecutively using a self-turned rope. S1.E27.1b: Jumps a long-turned rope up to 5 times consecutively with teacher-assisted turning.	Jumping Rubric	• Individual Rope Jumping I • Individual Rope Jumping II • Long Rope Jumping I • Long Rope Jumping II	• Jumping • Jumping • Jumping • Jumping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
S2.E1.1: Moves in self-space and general space in response to designated beats/rhythms.	• Building a Foundation Rubric • Dance Rubric	• Tempos and Creative Moves • Create a Dance • Alley Cat	• Building a Foundation • Dance • ASAP
S2.E2.1a: Travels demonstrating low, middle and high levels.	Building a Foundation Rubric	• Locomotor Skills, Levels, and	• Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
S2.E2.1b: Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).		Directions • Movement Concepts Using Hoops • Beanbag Exploration	• Building a Foundation • Manipulatives
S2.E3.1a: Differentiates between fast and slow speeds.S2.E2.1b: Differentiates between strong and light force.	Building a Foundation Rubric	• Tempos and Creative Moves • Pairs Combining Movement Concepts • Grouping and Moving Together	• Building a Foundation • Building a Foundation • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
S3.E1.1: Discusses the benefits of being active and exercising and/or playing.	Sample debrief question: *What are some benefits that you get from exercising?*	• Fitness Introduction (SPARK It Up!) • Heart Health • Lifetime Wellness	• Building a Foundation • Sparkfamily.org K-2 Curriculum Resources Home Play Activities • Sparkfamily.org K-2 Curriculum Resources Home Play Activities
S3.E2.1: Actively engages in physical	Games Performance	• Oxygen Boogie	• Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
education class.	Rubric	• Chasing and Fleeing • The Good Ship SPARK	• Building a Foundation • ASAP
S3.E3.1: Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.	Sample debrief question: *What happens to your heart when you exercise?*	• Oxygen Boogie • Fitness Introduction • Heart Health	• Games • Building a Foundation • Sparkfamily.org K-2 Curriculum Resources Home Play Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
S4.E1.1: Accepts personal responsibility by using equipment and space appropriately.	Building a Foundation Rubric	• Orientation and Personal Space • Stunts Introduction • Parachute Introduction	• Building a Foundation • Balance, Stunts, and Tumbling • Parachute
S4.E2.1: Follows the rules & parameters of the learning environment.	Building a Foundation Rubric	• Orientation and Personal Space	• Building a Foundation
S4.E3.1: Responds appropriately to general feedback from the teacher.	Specific Unit Rubric	• Throwing Underhand to Targets • Stunts Circuit	• Catching and Throwing • Balance, Stunts, and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
S4.E4.1: Works independently with others in a variety of class environments (e.g., small & large groups).	Building a Foundation Rubric	• Circuit Introduction • Stunts Circuit • Dribbling, Volleying, and Striking Circuit	• Building a Foundation • Balance, Stunts, and Tumbling • Dribbling, Volleying, and Striking
S4.E6.1: Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	Building a Foundation Rubric	• Orientation and Personal Space • Stunts Introduction • Parachute Introduction	• Building a Foundation • Balance, Stunts, and Tumbling • Parachute

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
S5.E1.1: Identifies physical activity as a component of good health.	Sample debrief question: *What are some things you need to do to achieve good health?*	• Fitness Introduction (SPARK It Up!) • Parachute Fitness • Family Health	• Building a Foundation • Parachute • Sparkfamily.org K-2 Curriculum Resources Home Play Activities
S4.E2.1: Recognizes that challenge in physical activities can lead to success.	Sample debrief question:	• Scarf Juggling Lead-up	• Manipulatives • Catching and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	How do you feel when you complete a challenging physical activity?	• Partner Throw and Catch Challenges • Houdini Hoops	Throwing • Games
S4.E3.1a: Describes positive feelings that result from participating in physical activities. S4.E3.1b: Discusses personal reasons (i.e., the "why") for enjoying physical activities.	Sample debrief question: *Why do you enjoy participating in physical activities?*	• Emotion Motion • Cookie Monster Tag • Fun with Friends	• ASAP • Games • Sparkfamily.org K-2 Curriculum Resources Home Play Activities

SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
2nd Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
S1.E1.2: Skips using a mature pattern.	Building a Foundation Rubric	• Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Locomotor Grab Bag	• Building a Foundation • Building a Foundation • ASAP
S1.E2.2a: Runs with a mature pattern. S1.E2.2b: Travels showing differentiation between jogging and sprinting.	Building a Foundation Rubric	• Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Locomotor Grab Bag	• Building a Foundation • Building a Foundation • ASAP
S1.E3.2: Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot takeoffs and landings.	Jumping Rubric	• Jumping and Landing • Jumping and Landing Patterns • Jumping for Distance	• Balance, Stunts, and Tumbling • Jumping • Jumping
S1.E4.2: Demonstrates 4 of the 5 critical elements for jumping & landing in a vertical plane.	Jumping Rubric	• Jumping and Landing • Jumping and	• Balance, Stunts, and Tumbling • Jumping

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Landing Patterns • Jumping for Distance	• Jumping
S1.E5.2: Performs a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms.	Dance Rubric	• Tempos and Creative Moves • Alley Cat • Hawaiian Roller Coaster Ride	• Building a Foundation • Dance • Dance •
S1.E7.2a: Balances on different bases of support, combining levels and shapes. S1.E7.2b: Balances in an inverted position with stillness and supportive base.	Balance, Stunts, and Tumbling Rubric	• Body Management and Balance • Animal Balancing Act • Static Balances	• Building a Foundation • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
S1.E8.2: Transfers weight from feet to different body parts/bases of support for balance and/or travel.	Balance, Stunts, and Tumbling Rubric	• Weight Transfer and Rolls • Stunts Add-On	• Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
S1.E9.2: Rolls in different directions with either a narrow or curled body shape.	Balance, Stunts, and Tumbling Rubric	• Weight Transfer and Rolls • Stunts Add-On	• Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
S1.E10.2: Differentiates among twisting, curling, bending & stretching actions.	Building a Foundation Rubric	• Body Management and Balance • Basic Body Positions	• Building a Foundation • Balance, Stunts, and Tumbling
S1.E11.2: Combines balances and transfers into a 3-part sequence (i.e.,	Balance, Stunts, and Tumbling Rubric	• Stunts Add-On	• Balance, Stunts, and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
dance, gymnastics).		• Showtime	Tumbling • Balance, Stunts, and Tumbling
S1.E13.2: Throws underhand using a mature pattern.	Catching and Throwing Rubric	• Throwing Underhand to Targets • Partner Throw and Catch • Partner Throw and Catch Challenges	• Catching and Throwing • Catching and Throwing • Catching and Throwing
S1.E14.2: Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.	Catching and Throwing Rubric	• Overhand Throw for Distance • Clean Your Room	• Catching and Throwing • Catching and Throwing
S1.E16.2: Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	Catching and Throwing Rubric	• Self-Toss and Catch • Partner Throw and Catch • Partner Throw and Catch Challenges	• Catching and Throwing • Catching and Throwing • Catching and Throwing
S1.E17.2a: Dribbles in self-space with preferred hand demonstrating a mature pattern. S1.E17.2b: Dribbles using the preferred hand while walking in general space.	Dribbling, Volleying, and Striking Rubric	• Dribbling Introduction • Squirrels and Acorns	• Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
S1.E18.2: Dribbles with the feet in general space with control of body.	Kicking and Trapping Rubric	• Dribbling "Soccer Style"	• Kicking and Trapping • Kicking and Trapping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		• Control Dribble around Obstacles	
S1.E21.2: Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.	Kicking and Trapping Rubric	• Kicking for Distance • Soccer Golf • Kickback	• Kicking and Trapping • Kicking and Trapping • Recess Activities
S1.E22.2: Volleys an object upward with consecutive hits.	Dribbling, Volleying, and Striking Rubric	• Volleying and Striking Introduction • Keep It Up • Sheep Dogs	• Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
S1.E24.2: Strikes an object upward with a short-handled implement, using consecutive hits.	Dribbling, Volleying, and Striking Rubric	• Striking with Paddles • Paddle Circuit	• Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
S1.E25.2: Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation.	Dribbling, Volleying, and Striking Rubric	• Batter Up!	• Dribbling, Volleying, and Striking
S1.E27.2a: Jumps a self-turned rope consecutively forward and backward with a mature pattern. S1.E27.2b: Jumps a long rope 5 times consecutively with student turners.	Jumping Rubric	• Individual Rope Jumping I • Individual Rope Jumping II • Long Rope Jumping I • Long Rope Jumping II	• Jumping • Jumping • Jumping • Jumping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
S2.E1.2: Combines locomotor skills in general space to a rhythm.	• Building a Foundation Rubric • Dance Rubric	• Tempos and Creative Moves • Create a Dance • Alley Cat	• Building a Foundation • Dance • ASAP
S2.E2.2: Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.	Building a Foundation Rubric	• Locomotor Skills, Levels, and Directions • Stunts Add-On • Create a Dance	• Building a Foundation • Balance, Stunts, and Tumbling • Dance
S2.E3.2: Varies time and force with gradual increases and decreases.	Building a Foundation Rubric	• Tempos and Creative Moves • Pairs Combining Movement Concepts • Grouping and Moving Together	• Building a Foundation • Building a Foundation • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
S3.E1.2: Describes large-motor and/or	Sample debrief	Home Play Activities (CD, various units)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with family).	question: *What are some of your favorite physical activities to do outside of school?*	Recess Activities (Manual)	
S3.E2.2: Actively engages in physical education class in response to instruction and practice.	Games Rubric	• Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK	• Games • Building a Foundation • ASAP
S3.E3.2a: Recognizes the use of the body as resistance (e.g., holds body in plank position, animal walks) for developing strength. S3.E3.2b: Identifies physical activities that contribute to fitness.	Debrief question: *What are some activities that help to make you fit?*	• Fitness Introduction • Fitness Introduction (SPARK It Up!) • Parachute Fitness	• Building a Foundation • Building a Foundation • Parachute
S3.E6.2: Recognizes the "good health balance" of nutrition and physical activity.	Sugar and Fat Tag "Wrap It Up" (Games)	• Sugar and Fat Tag	• Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
S4.E1.2: Practices skills with minimal teacher prompting.	Building a Foundation Rubric	• Circuit Introduction • Stunts Circuit • Dribbling,	• Building a Foundation • Balance, Stunts, and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Volleying, and Striking Circuit	• Dribbling, Volleying, and Striking
S4.E2.2: Accepts responsibility for class protocols with behavior and performance actions.	Building a Foundation Rubric	• Orientation and Personal Space • Stunts Introduction • Parachute Introduction	• Building a Foundation • Balance, Stunts, and Tumbling • Parachute
S4.E3.2: Accepts specific corrective feedback from the teacher.	Specific Unit Rubric	• Stunts Circuit • Catching and Throwing Circuit • Jumping and Landing Circuit	• Balance, Stunts, and Tumbling • Catching and Throwing • Jumping
S4.E4.2: Works independently with others in partner environments.	Building a Foundation Rubric	• Pairs Combining Movement Concepts • Grouping and Moving Together • Partner Throw and Catch	• Building a Foundation • Building a Foundation • Catching and Throwing
S4.E5.2: Recognizes the role of rules and etiquette in teacher-designed physical activities.	Games Rubric	• Chute Shapes • Frog Crossing • Houdini Hoops	• Parachute • Games • Games
S4.E6.2a: Works independently and safely in physical education. S4.E6.2b: Works safely with physical education equipment.	Building a Foundation Rubric	• Orientation and Personal Space • Stunts Introduction • Parachute	• Building a Foundation • Balance, Stunts, and Tumbling • Parachute

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Introduction	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
S5.E1.2: (refer to S3.E6.2) Recognizes the value of "good health balance."	Sugar and Fat Tag "Wrap It Up" (Games)	• Sugar and Fat Tag • Balancing Health	• Games • Sparkfamily.org K-2 Curriculum Resources Home Play Activities
S5.E2.2: Compares physical activities that bring confidence and challenge.	Sample debrief question: *Name some challenging physical activities that build your confidence.*	• Scarf Juggling Lead-up • Partner Throw and Catch Challenges • Houdini Hoops	• Manipulatives • Catching and Throwing • Games
S5.E3.2: Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in game environments).	Sample debrief question: *Name some physical activities that allow you to express yourself.*	• Create a Dance • Showtime • Showtime	• Dance • Balance, Stunts, and Tumbling • Manipulatives

SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
3rd Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Leaps using a mature pattern. (S1.E1.3)	Specific Unit Performance Rubrics	• Perimeter Move • Stunts and Tumbling Circuit • Create a Routine	• ASAP • Stunts and Tumbling • Stunts and Tumbling
Travels showing differentiation between sprinting and running. (S1.E2.3)	Walk, Jog, Run Performance Rubric	• Track and Field • Moving Around the Track • Walk/Jog Switcheroo	• Aerobic Games • Map Challenges • Walk, Jog, Run
Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)	Stunts and Tumbling Performance Rubric	• Track and Field • Look, Learn, and Leave • Stunts and Tumbling Circuit	• Aerobic Games • Stunts and Tumbling • Stunts and Tumbling
Performs teacher selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)	Dance Performance Rubric	• 5-6-7-8 • Mambo #5 • Cotton-Eyed Joe	• Dance • Dance • Dance
Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Specific Unit Performance Rubrics	• Louisiana Saturday Night • Stunt Stories and Tumbling Tales • Create a Routine	• Dance • Stunts and Tumbling • Jump Rope • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		• Aerobic Dance	
Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)	Stunts and Tumbling Performance Rubric	• Look, Learn, and Leave • Stunts and Tumbling Circuit • Stunt Stories and Tumbling Tales	• Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Stunts and Tumbling Performance Rubric	• Look, Learn, and Leave • Stunts and Tumbling Circuit • Stunt Stories and Tumbling Tales	• Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Moves into and out of gymnastics balances with curling, twisting & stretching actions. (S1.E10.3)	Stunts and Tumbling Performance Rubric	• Those Tricky Transitions • Stunt Stories and Tumbling Tales • Create a Routine	• Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)	Create a Dance Performance Rubric	• Create a Routine • Aerobic Dance • Create a Routine	• Dance • Group Fitness • Movement Bands
Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)	Create a Dance Performance Rubric	• Create a Routine • Aerobic Dance • Create a Routine	• Dance • Group Fitness • Movement Bands
Throws underhand to a partner or	Softball Performance	• Partner Throw and	• Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
target with reasonable accuracy. (S1.E13.3)	Rubric	Catch • Pitch and Catch	• Softball
Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. (S1.E14.3)	Softball Performance Rubric	• Out at Home! • Corner to Corner Give and Go • Beat the Ball	• Softball • Softball • Softball
Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)	Softball Performance Rubric	• Partner Throw and Catch •	• Softball
Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)	Basketball Performance Rubric	• Dribbling Drills • Add 'Em Up • Around the Court	• Basketball • Basketball • Basketball
Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)	Soccer Performance Rubric	• Dribbling Drills • Soccer Hoopla • Rainforest	• Soccer • Soccer • Soccer
Passes & receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3)	Soccer Performance Rubric	• Passing Drills • Trap, Pass, and Follow • Corner to Corner Give and Go	• Soccer • Soccer • Soccer
Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical	Soccer Performance Rubric	• Shooting Drills • 5-Player Kickball • 3 Flies Up	• Soccer • Aerobic Games • Recess Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
elements of a mature pattern for each. (S1.E21.3a) Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)			
Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3)	• Volleyball Performance Rubric • Racquets and Paddles Performance Rubric	• Serving Challenges • Paddle 2-Square • Introduction to Badminton	• Volleyball • Racquets and Paddles • Racquets and Paddles
Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a) Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b)	Racquets and Paddles Performance Rubric	• Paddle 2-Square • Stroke and Catch • Paddle Call Ball	• Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. *Note:* Use batting tee or ball tossed by teacher for batting. (S1.E25.3)	Specific Unit Performance Rubrics	• Batting Practice • Open Base • Shooting Drills	• Softball • Softball • Hockey
Performs intermediate jump-rope skills (e.g., a variety of tricks, running	Jump Rope Performance Rubric	• Mirror, Mirror • Jump Rope Add-On	• Jump Rope • Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
in and out of long rope) for both long and short ropes. (S1.E27.3)		• Group Jump Rope Challenge	• Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Recognizes the concept of open spaces in a movement context. (S2.E1.3)	Specific Unit Performance Rubrics	• Tunnel Tag • 3-Catch Game • Air It Out	• Chasing and Fleeing • Aerobic Games • Football
Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)	Specific Unit Performance Rubrics	• Sports Moves Aerobics • Introduction to Movement Bands • Bench Step Basics	• Group Fitness • Movement Bands • Group Fitness
Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)	Specific Unit Performance Rubrics	• Sports Moves Aerobics • Create a Routine • Create a Routine	• Group Fitness • Stunts and Tumbling • Group Fitness
Employs the concept of alignment in gymnastics and dance. (S2.E4.3a) Employs the concept of muscular tension with balance in gymnastics	• Dance Performance Rubric • Stunts and Tumbling	• Create a Dance • Those Tricky Transitions	• Dance • Stunts and Tumbling • Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and dance. (S2.E4.3b)	Performance Rubric		
Applies simple strategies & tactics in chasing activities. (S2.E5.3a) Applies simple strategies in fleeing activities. (S2.E5.3b)	Chasing and Fleeing Performance Rubric	• Basic Tag • Hospital Tag • Partner Tag	• Chasing and Fleeing • Chasing and Fleeing • Chasing and Fleeing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Charts participation in physical activities outside physical education class. (S3.E1.3a) Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)	• Walk/Jog/Run Performance Rubric • Map Challenges Mileage Chart	• Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog	• Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
Engages in the activities of physical education class without teacher prompting. (S3.E2.3)	Fitness Challenges Self-Check	• Body Composition Circuit • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance	• Fitness Circuits • Fitness Challenges • Fitness Circuits • Group Fitness
Describes the concept of fitness and	• Sample debrief	• Body Composition	• Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
provides examples of physical activity to enhance fitness. (S3.E3.3)	question: *What are the five components of health-related fitness? Can you give an example of each?* • Fitness Circuits Think About…	Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit	• Fitness Circuits • Fitness Challenges • Fitness Circuits
Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)	Sample debrief question: *What is the reason for doing a warm-up before participating in a physical activity?*	• Daily Dozen • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance	• Stunts and Tumbling • Fitness Challenges • Fitness Circuits • Group Fitness
Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)	Fitness Circuits Think About…	• Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit	• Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits
Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)	Sample debrief question: *Name some foods that are helpful to eat before*	• Body Composition BINGO • Body Composition Circuit	• Fitness Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	you exercise. After?		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Cooperatives Performance Rubric	• Orientation to SPARK PE • Establishing Basics • Cooperation and Trust	• 1st Three Lessons • 1st Three Lessons • 1st Three Lessons
Works independently for extended periods of time. (S4.E2.3)	Specific Unit Performance Rubric	• Solo Aerobic Fitness • Moving Around the Track • Look, Learn, and Leave	• Fitness Challenges • Map Challenges • Stunts and Tumbling
Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Specific Unit Performance Rubric	• Basketball Skills Stations • Flying Disc Stations • Passing and Receiving Drills	• Basketball • Flying Disc • Football
Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b)	Cooperatives Self-Check	• Soccer Group Challenge • Group Jump Rope Challenge • Survivor Challenge	• Soccer • Jump Rope • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)	Sample debrief question: *Why do we have rules when playing with others?*	• Virginia Reel • Hot Time • Parachute Play (Small Group)	• Dance • Dance • Cooperatives
Works independently and safely in physical activity settings. (S4.E6.3)	Specific Unit Performance Rubric	• Look, Learn, and Leave • Flying Disc Stations • Solo Aerobic Fitness	• Stunts and Tumbling • Flying Disc • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Discusses the relationship between physical activity and good health. (S5.E1.3)	Wellness Integration: Body Composition BINGO	• Body Composition BINGO • Mixed Fitness Circuit • Fitness Grab Bag	• Fitness Challenges • Fitness Circuits • Fitness Challenges
Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Sample debrief question: *Is it easy to learn a new skill or physical activity? How do you feel when you master the*	• Survivor Challenge • Roll the Dice • Soccer Group Challenge	• Fitness Challenges • Fitness Circuits • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	challenge?		
Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Sample debrief question: *Why do you enjoy certain physical activities?*	• 5-Player Kickball • Beat the Ball • 3-Catch Basketball	• Aerobic Games • Softball • Basketball
Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Sample debrief question: *What positive interactions did you have with your group mates in the activity?*	• Group Juggling • Stepping Stones • Parachute Play (Small Group)	• Cooperatives • Cooperatives • Cooperatives

SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
4th Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	Specific Unit Performance Rubrics	• Cotton-Eyed Joe • Stunt Stories and Tumbling Tales • Mini-Soccer	• Dance • Stunts and Tumbling • Soccer
Runs for distance using a mature pattern. (S1.E2.4)	Walk, Jog, Run Performance Rubric	• Inside/Outside Walk/Jog • Moving Around the Track (Counting Laps) • Moving Around the Track (Counting Minutes)	• Walk, Jog, Run • Map Challenges • Map Challenges
Uses spring- and step-takeoffs and landings specific to gymnastics. (S1.E3.4)	Stunts and Tumbling Performance Rubric	• Look, Learn, and Leave • Stunt Stories and Tumbling Tales • Create a Routine	• Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)	Create a Dance Performance Rubric	• Create a Dance • Create a Routine	• Dance • Group Fitness
Combines traveling with manipulative skills of dribbling, throwing, catching	Specific Unit Performance Rubrics	• 5-Player Shoot and Dribble	• Hockey • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)		• 5-Player Throw/Hit and Run • 5-Player Kick and Dribble	• Soccer
Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Balance addressed in Stunts and Tumbling Unit; apparatus not included		
Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). (S1.E8.4)	Stunts and Tumbling Performance Rubric	• Look, Learn, and Leave • Stunt Stories and Tumbling Tales • Create a Routine	• Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Moves into and out of balances on apparatus with curling, twisting & stretching actions. (S1.E10.4)	Balance addressed in Stunts and Tumbling Unit; apparatus not included		
Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)	Create a Routine Performance Rubric	• Create a Dance • Create a Routine	• Dance • Group Fitness
Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)	Stunts and Tumbling Performance Rubric	• Stunt Stories and Tumbling Tales • Create a Routine	• Stunts and Tumbling • Stunts and Tumbling
Throws overhand using a mature pattern in non-dynamic environments	Specific Unit Performance Rubric	• Partner Throw and Catch	• Softball • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(closed skills). (S1.E14.4a) Throws overhand to a partner or at target with accuracy at a reasonable distance. (S1.E14.4b)		• Beat the Ball • Passing and Receiving Drills	• Football
Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills). (S1.E15.4)	Specific Unit Performance Rubric	• Air It Out • Grid Passing • Corner to Corner Give and Go	• Football • Basketball • Softball
Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)	Specific Unit Performance Rubric	• Partner Throw and Catch • Beat the Ball • Passing and Receiving Drills	• Softball • Softball • Football
Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. (S1.E17.4a) Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)	Basketball Performance Rubric	• Dribbling Drills • Add 'Em Up • Basketball Skills Stations	• Basketball • Basketball • Basketball
Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)	Soccer Performance Rubric	• Dribbling Drills • Soccer Hoopla • Rainforest	• Soccer • Soccer • Soccer
Passes & receives a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed	Soccer Performance Rubric	• Trap, Pass, and Follow • Corner to Corner	• Soccer • Soccer • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
skills). (S1.E19.4a) Passes & receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b)		Give and Go • 5-Player Kick and Dribble	
Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)	• Soccer Performance Rubric • Basketball Performance Rubric	• Mini-Soccer • Mini-Basketball • 5-Player Kick and Dribble	• Soccer • Basketball • Soccer
Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)	• Soccer Performance Rubric • Football Performance Rubric	• Soccer Golf • Punting Drills • 3 Flies Up	• Soccer • Football • Recess Activities
Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)	Specific Unit Performance Rubrics	• 4-Square Volleyball • Paddle 2-Square • 2-Square	• Volleyball • Racquets and Paddles • Recess Activities
Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4)	Volleyball Performance Rubric	• Introduction to Overhead Pass • Setting Pairs • Cooperative Countdown	• Volleyball • Volleyball • Volleyball
Strikes an object with a short- handled	Racquets and Paddles	• Paddle 2-Square	• Racquets and Paddles

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
implement while demonstrating a mature pattern. (S1.E24.4a) Strikes an object with a short- handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)	Performance Rubric	• Stroke and Catch • Paddle Call Ball	• Racquets and Paddles • Racquets and Paddles
Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)	Specific Unit Performance Rubrics	• Introduction to Badminton • Batting Practice • Pass and Follow	• Racquets and Paddles • Softball • Hockey
Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments. (S1.E26.4)	Specific Unit Performance Rubrics	• 5-Player Shoot and Dribble • 5-Player Throw/Hit and Run • 5-Player Kick and Dribble	• Hockey • Softball • Soccer
Creates a jump-rope routine with either a short or long rope. (S1.E27.4)	Create a Routine Performance Rubric	• Create a Routine	• Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a) Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b) Dribbles in general space with changes in direction and speed. (S2.E1.4c)	Specific Unit Performance Rubrics	• Keep Away (2 on 1) • Keep Away (3 on 1) • Mini-Basketball	• Basketball • Soccer • Basketball
Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)	Specific Unit Performance Rubrics	• Cotton-Eyed Joe • Stunt Stories and Tumbling Tales • Mini-Soccer	• Dance • Stunts and Tumbling • Soccer
Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a) Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)	Specific Unit Performance Rubrics	• Inside/Outside Walk/Jog • Moving Around the Track (Counting Laps) • Paddle 2-Square	• Walk, Jog, Run • Map Challenges • Racquets and Paddles
Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a) Applies simple defensive strategies/ tactics in chasing and fleeing	Specific Unit Performance Rubrics	• VIP Tag • Offense/Defense • Quick-Play Mini-Football	• Chasing and Fleeing • ASAP • Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activities. (S2.E5.4b) Recognizes the types of kicks needed for different games and sports situations. (S2.E5.4c)			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	• Walk/Jog/Run Performance Rubric • Map Challenges Mileage Chart	• Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog	• Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Fitness Challenges Self-Check	• Body Composition Circuit • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance	• Fitness Circuits • Fitness Challenges • Fitness Circuits • Group Fitness
Identifies the components of health-related fitness. (S3.E3.4)	Sample debrief question: *What are the five components of health-related fitness? Can you*	• Body Composition Circuit • Muscular Strength and Endurance Circuit	• Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	give an example of each? Fitness Circuits Think About…	• Fun and Flexibility with a Friend • Aerobic Capacity Circuit	
Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment. (S3.E4.4)	Sample debrief question: *What is the reason for doing a warm-up before participating in a physical activity?*	• Daily Dozen • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance	• Stunts and Tumbling • Fitness Challenges • Fitness Circuits • Group Fitness
Completes fitness assessments (pre- & post-). (S3.E5.4a) Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	• Personal Best Day: My Personal Best Progress and Goals Card • Fitness Circuits Think About… • Fitness Lab Assessment Tools	• Personal Best Day • Pedometer Activity • Mixed Fitness Circuit • Student Portfolio • Wellness Journal	• Personal Best Day • Map Challenges • Fitness Circuits • Sparkfamily.org 3-6 PE SPARKfit Programs • Sparkfamily.org 3-6 PE SPARKfit Programs
Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Sample debrief question: *Why is it important to stay hydrated when you are performing physical activities? What is the best drink to choose?*	• Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog	• Fitness Circuits • Map Challenges • Walk, Jog, Run Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
Exhibits responsible behavior in independent group situations. (S4.E1.4)	Cooperatives Performance Rubric	• Group Basketball Hunt • Flying Disc Group Challenge • Hockey Group Challenge	• Basketball • Flying Disc • Hockey
Reflects on personal social behavior in physical activity. (S4.E2.4)	Cooperatives Self-Check	• Group Jump Rope Challenge • Group Juggling • Stepping Stones	• Jump Rope • Cooperatives • Cooperatives
Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Cooperatives Self-Check	• Basketball Skills Stations • Flying Disc Stations • Passing and Receiving Drills	• Basketball • Flying Disc • Football
Praises the movement performance of others both more and less skilled. (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)	Cooperatives Self-Check	• Soccer Group Challenge • Group Jump Rope Challenge • Survivor Challenge	• Soccer • Jump Rope • Fitness Challenges
Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)	Sample debrief question: *Why do we have rules when playing with*	• Virginia Reel • Hot Time • Parachute Play (Small Group)	• Dance • Dance • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
others?			
Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Specific Unit Performance Rubric	- Partner Switcheroo Stunt Hunt - Under Pressure - Mini-Hockey	- Stunts and Tumbling - Football - Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Examines the health benefits of participating in physical activity. (S5.E1.4)	Wellness Integration: Body Composition BINGO	- Body Composition BINGO - Mixed Fitness Circuit - Fitness Grab Bag	- Fitness Challenges - Fitness Circuits - Fitness Challenges
Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Sample debrief question: *Is it enjoyable to participate in challenging activities? How do you feel when you master the challenge?*	- Survivor Challenge - Roll the Dice - Soccer Group Challenge	- Fitness Challenges - Fitness Circuits - Soccer
Ranks the enjoyment of participating in different physical activities.	Sample debrief question:	5-Player Kickball - Beat the Ball	- Aerobic Games - Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(S5.E3.4)	*What are your favorite physical activities? Least favorite?*	• 3-Catch Basketball	• Basketball
Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Sample debrief question: *What positive interactions did you have with your group mates in the activity?*	• Group Juggling • Stepping Stones • Parachute Play (Small Group)	• Cooperatives • Cooperatives • Cooperatives

SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
5th Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<td colspan="4" align="center">**Standard 1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</td>
Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a) Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b) Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)	Specific Unit Performance Rubrics	• Cotton-Eyed Joe • Stunt Stories and Tumbling Tales • Mini-Soccer	• Dance • Stunts and Tumbling • Soccer
Uses appropriate pacing for a variety of running distances. (S1.E2.5)	Walk, Jog, Run Performance Rubric	• Inside/Outside Walk/Jog • Moving Around the Track (Counting Laps) • Moving Around the Track (Counting Minutes)	• Walk, Jog, Run • Map Challenges • Map Challenges
Combines jumping and landing patterns with locomotors and manipulative skills in dance, educational gymnastics and small-	Specific Unit Performance Rubrics	• Whomp It Up • Stunt Stories and Tumbling Tales	• Dance • Stunts and Tumbling • Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
sided practice tasks and games environments. (S1.E3.5)		• Group Jump Rope Challenge	
Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)	Dance Performance Rubric	• Alunelul • Cotton-Eyed Joe • Pata Pata	• Dance • Dance • Dance
Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)	Stunts and Tumbling Performance Rubric	• Those Tricky Transitions • Stunt Stories and Tumbling Tales • Create a Routine	• Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Transfers weight in gymnastics and dance environments. (S1.E8.5)	Stunts and Tumbling Self-Check	• Look, Learn, and Leave • Partner Switcheroo Stunt Hunt • Stunt Stories and Tumbling Tales	• Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments. (S1.E10.5)	Specific Unit Performance Rubrics	• Pata Pata • Stunt Stories and Tumbling Tales • Mini-Hockey	• Dance • Stunts and Tumbling • Hockey
Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)	Create a Dance Performance Rubric	• Create a Dance • Create a Routine	• Dance • Group Fitness
Combines actions, balances and	Create a Routine is addressed in Stunts and Tumbling Unit; apparatus not		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)	included		
Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws underhand to a large target with accuracy. (S1.E13.5b)	Specific Unit Performance Rubrics	• Pitch and Catch • SPARK Softball	• Softball • Softball
Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws overhand to a large target with accuracy. (S1.E13.5b)	Specific Unit Performance Rubrics	• Partner Throw and Catch • Passing Receiving Drills	• Softball • Football
Throws with accuracy, both partners moving. (S1.E15.5a) Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)	Specific Unit Performance Rubrics	• Corner to Corner Give and Go • 4-Zone Football • Quidditch	• Softball • Football • Aerobic Games
Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills).	Softball Performance Rubric	• 5-Player Throw/Hit and Run • All-Run Softball • Open Base	• Softball • Softball • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(S1.E16.5a) Catches with accuracy, both partners moving. (S1.E16.5b) Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)			
Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)	Basketball Performance Rubric	• Partner Basketball Activity Challenge • Basketball Skills Station	• Basketball • Basketball
Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)	Soccer Performance Rubric	• Soccer Grab Bag • Rainforest	• Soccer • Soccer
Passes with the feet using a mature pattern as both partners travel. (S1.E19.5a) Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b)	Soccer Performance Rubric	• Passing Drills • Trap, Pass, and Follow • Mini-Soccer	• Soccer • Soccer • Soccer
Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)	• Basketball Performance Rubric • Soccer Performance Rubric	• Mini-Basketball • Mini-Soccer	• Basketball • Soccer
Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)	• Soccer Performance Rubric • Football	• Soccer Golf • Punting Drills • 3 Flies Up	• Soccer • Football • Recess Activities

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Performance Rubric		
Volleys a ball using a 2-hand overhead pattern, sending it upward to a target. (S1.E23.5)	Volleyball Performance Rubric	• Introduction to Overhead Pass • Setting Pairs • Cooperative Countdown	• Volleyball • Volleyball • Volleyball
Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)	Racquets and Paddles Performance Rubric	• Paddle 2-Square • Stroke and Catch • Paddle Call Ball	• Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a) Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)	Specific Unit Performance Rubrics	• Batting Practice • Mini-Hockey • Open Base	• Softball • Hockey • Softball
Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)	Specific Unit Performance Rubrics	• Mini-Soccer • Mini-Hockey • Mini-Basketball	• Soccer • Hockey • Basketball
Creates a jump rope routine with a partner, using either a short or long rope. (S1.E27.5)	Create a Routine Performance Rubric	• Create a Routine	• Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)	Specific Unit Performance Rubric	• Create a Routine • Create a Routine • Create a Routine	• Stunts and Tumbling • Group Fitness • Movement Bands
Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)	Specific Unit Self-Check	• Look, Learn, and Leave • Flying Disc • Volleyball Tag Team Traveling Challenge	• Stunts and Tumbling • Flying Disc Golf • Volleyball
Applies movement concepts to strategy in game situations. (S2.E3.5a) Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b) Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)	Hockey Self-Check	• Keep Away (3 on 1) • 3-Trap Hockey • Mini-Hockey	• Hockey • Hockey • Hockey
Applies basic offensive and defensive	Specific Unit	• Offense/Defense	• ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a) Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b) Recognizes the type of throw, volley or striking action needed for different games & sports situations. (S2.E5.5c)	Performance Rubric	• Mini-Soccer • Defense!	• Soccer • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)	• Walk/Jog/Run Performance Rubric • Map Challenges Mileage Chart • SPARKfit Assessment Tools	• Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog • MVPA Wellness Journal	• Fitness Circuits • Map Challenges • Walk, Jog, Run Activities • Sparkfamily.org 3-6 PE SPARKfit Programs
Actively engages in all the activities of	Fitness Challenges Self-	• Body Composition	• Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
physical education. (S3.E2.5)	Check	Circuit • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance	• Fitness Challenges • Fitness Circuits • Group Fitness
Differentiates between skill-related and health-related fitness. (S3.E3.5)	Sample debrief question: *What are the five components of health-related fitness? Skill-related fitness? What is the difference between these 2 types of fitness components?*	• Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit	• Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits
Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)	Sample debrief question: *What is the reason for doing a warm-up before participating in a physical activity?*	• Daily Dozen • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance	• Stunts and Tumbling • Fitness Challenges • Fitness Circuits • Group Fitness
Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a) Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)	• Personal Best Day: My Personal Best Progress and Goals Card • Fitness Circuits Think About…	• Personal Best Day • Pedometer Activity • Mixed Fitness Circuit • Student Portfolio	• Personal Best Day • Map Challenges • Fitness Circuits • Sparkfamily.org 3-6 PE SPARKfit Programs

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	• SPARKfit Assessment Tools		
Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)	Sample debrief question: *How can the foods you choose to eat impact your performance in sports and physical activities?*	• Body Composition BINGO • Body Composition Circuit	• Fitness Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (S4.E1.5)	Cooperatives Self-Check	• Stick with Me! • Stepping Stones • Log Jam	• Cooperatives • Cooperatives • Cooperatives
Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with appropriate behavior while engaging	Cooperatives Self-Check	• 9 Grid Basketball • 4 Zone Football • 5-Player Kickball	• Basketball • Football • Aerobic Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
in physical activity. (S4.E2.5b)			
Gives corrective feedback respectfully to peers. (S4.E3.5)	Cooperatives Self-Check	- Partner Throw and Catch - Passing Drills - Passing and Receiving	- Softball - Basketball - Football
Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)	Cooperatives Self-Check	- Soccer Group Challenge - Group Jump Rope Challenge - Survivor Challenge	- Soccer - Jump Rope - Fitness Challenges
Critiques the etiquette involved in rules of various game activities. (S4.E5.5)	Sample debrief question: *Why do we have rules when playing with others?*	- Mini-Soccer - Mini-Hockey - Mini-Basketball	- Soccer - Hockey - Basketball
Applies safety principles with age-appropriate activities. (S4.E6.5)	Specific Unit Performance Rubric	- Partner Switcheroo Stunt Hunt - Under Pressure - Mini-Hockey	- Stunts and Tumbling - Football - Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Compares the health benefits of participating in selected physical activities. (S5.E1.5)	Wellness Integration: Body Composition BINGO	• Body Composition BINGO • Mixed Fitness Circuit • Fitness Grab Bag	• Fitness Challenges • Fitness Circuits • Fitness Challenges
Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)	• Sample debrief question: *Name a physical activity that you enjoy doing on a regular basis. Why is that a favorite?* • SPARKfit Assessment Tools	• Create a Dance • Create a Routine • Create a Routine • Student Portfolio	• Dance • Group Fitness • Movement Bands • Sparkfamily.org 3-6 PE SPARKfit Programs
Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)	Sample debrief question: *What are your favorite physical activities? Least favorite? Most challenging? Least challenging?*	• Survivor Challenge • Solo Aerobic Fitness • Partner Muscular Strength and Endurance	• Fitness Challenges • Fitness Challenges • Fitness Challenges
Describes the social benefits gained from participating in physical activity	Sample debrief question:	• Group Juggling • Stepping Stones	• Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(e.g., recess, youth sport). (S5.E4.5)	*What positive interactions did you have with your group mates in the activity?*	• Parachute Play (Small Group)	• Cooperatives

SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
6th Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)	Dance Performance Rubric	• 5-6-7-8 • Alunelul • Create a Dance	• Dance • Dance • Dance
Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). (S1.M2.6)	Softball Performance Rubric	• Out at Home! • Triangle Fielding • Beat the Ball	• Softball • Softball • Softball
Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)	Specific Unit Performance Rubrics	• Air It Out • Grid Passing • Corner to Corner Give and Go • Flying Disc 3-Catch Game	• Football • Basketball • Softball • Flying Disc
Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)	Specific Unit Performance Rubrics	• Mini-Basketball • Mini-Soccer • Quick-Play Mini-Football	• Basketball • Soccer • Football

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)	Specific Unit Performance Rubrics	• Air It Out! • Hoop to Hoop • Grid Passing	• Football • Flying Disc • Basketball
Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Specific Unit Performance Rubrics	• Keep Away (2 on 1) • 3-Catch Basketball • Keep Away (3 on 1)	• Basketball • Basketball • Flying Disc
Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (S1.M7.6)	Specific Unit Performance Rubrics	• Pivoting Drills • Corner to Corner Give and Go • 2-Minute Drill	• Basketball • Flying Disc • Football
Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)	Basketball Performance Rubric	• Dribbling Drills • Add 'Em Up • Around the Court	• Basketball • Basketball • Basketball
Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)	Soccer Performance Rubric	• Dribbling Partner Tag • Soccer Hoopla • Rainforest	• Soccer • Soccer • Soccer
Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)	• Soccer Performance Rubric • Hockey Performance Rubric	• Shooting Drills • Mini-Soccer • Shooting Drills • Mini-Hockey	• Soccer • Soccer • Hockey • Hockey
Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)	Basketball Performance Rubric	• Keep Away (2 on 1) • 3-Catch Basketball • Mini-Basketball	• Basketball • Basketball • Basketball

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6)	• Volleyball Performance Rubric • Racquets and Paddles Performance Rubric	• Introduction to Underhand Serve • Serving Challenges • Serving Shower	• Volleyball • Volleyball • Volleyball
Strikes with a mature overhand pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)	• Volleyball Performance Rubric • Racquets and Paddles Performance Rubric	• Introduction to Overhead Pass • Cooperative Countdown • Crossover • Introduction to Badminton	• Volleyball • Volleyball • Volleyball • Racquets and Paddles
Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis. (S1.M14.6)	Racquets and Paddles Performance Rubric	• Paddle 2-Square • Stroke and Catch • Paddle Call Ball	• Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Transfers weight with correct timing for the striking pattern. (S1.M15.6)	Racquets and Paddles Performance Rubric	• Paddle 2-Square • Stroke and Catch • Paddle Call Ball	• Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Forehand-volleys with a mature form and control using a short-handled implement. (S1.M16.6)	Racquets and Paddles Performance Rubric	• Paddle 2-Square • Stroke and Catch • Paddle Call Ball	• Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6)	Volleyball Performance Rubric	• Introduction to Overhead Pass	• Volleyball • Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		• Cooperative Countdown • Crossover	• Volleyball
Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce or horseshoes. (S1.M18.7)	Aerobic Games Performance Rubric	• Aerobic Bowling • Disc Bocce (Flying Disc Group Challenge Home Play)	• Aerobic Games • Flying Disc
Demonstrates a mature underhand throwing pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M19.6)	Aerobic Games Performance Rubric	• Aerobic Bowling • Disc Bocce (Flying Disc Group Challenge Home Play)	• Aerobic Games • Flying Disc
Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)	Softball Performance Rubric	• Batting Practice • Whack-O • 5-Player Throw/Hit and Run	• Softball • Softball • Softball
Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. (S1.M21.6)	Specific Unit Performance Rubrics	• Air It Out • Grid Passing • Corner to Corner Give and Go • Flying Disc 3-Catch Game	• Football • Basketball • Softball • Flying Disc
Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)	Specific Unit Performance Rubrics	• Football Grab Bag • Flying Disc Grab Bag	• Football • Flying Disc
Demonstrates correct technique for	Stunts and Tumbling	• Look, Learn, and	• Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
basic skills in 1 self-selected individual- performance activity. (S1.M24.6)	Performance Rubric	Leave • Stunt Stories and Tumbling Tales • Create a Routine	• Stunts and Tumbling • Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)	Specific Unit Performance Rubrics	• Keep Away (2 on 1) • Keep Away (3 on 1) • 2-Minute Drill	• Basketball • Soccer • Football
Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. (S2.M2.6)	Specific Unit Performance Rubrics	• Quidditch • Mini-Basketball • Mini-Hockey	• Aerobic Games • Basketball • Hockey
Creates open space by using the width and length of the field/court on offense. (S2.M3.6)	Specific Unit Performance Rubrics	• Mini-Soccer • 4-Zone Football • Flying Disc 3-Catch	• Soccer • Football • Flying Disc

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Game	
Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)	Specific Unit Performance Rubrics	• Mini-Hockey • Quick-Play Mini-Football • Mini-Basketball	• Hockey • Football • Basketball
Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)	Specific Unit Performance Rubrics	• Under Pressure • 3-Catch Basketball • Flying Disc 3-Catch Game	• Football • Basketball • Flying Disc
Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	Specific Unit Performance Rubrics	• Mini-Soccer • Mini-Basketball • Mini-Hockey	• Soccer • Basketball • Hockey
Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)	Racquets and Paddles Performance Rubric	• Paddle 2-Square • Stroke and Catch • Paddle Call Ball	• Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)	Specific Unit Performance Rubrics	• Mini-Soccer • Mini-Basketball • Mini-Hockey	• Soccer • Basketball • Hockey
Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)	• Specific Unit Performance Rubrics • Hockey Self-Check	• Keep Away (3 on 1) • 3-Trap Hockey • Mini-Hockey	• Hockey • Hockey • Hockey
Identifies open spaces and attempts to strike object into that space. (S2.M10.6)	• Specific Unit Performance Rubrics • Hockey Self-	• Keep Away (3 on 1) • 3-Trap Hockey • Mini-Hockey	• Hockey • Hockey • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Check		
Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)	Specific Unit Performance Rubrics	• Offense/Defense • Mini-Soccer • Defense!	• ASAP • Soccer • Hockey
Varies application of force during dance or gymnastic activities. (S2.M12.6)	Stunts and Tumbling Performance Rubric	• Look, Learn, and Leave • Partner Switcheroo Stunt Hunt • Stunt Stories and Tumbling Tales	• Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Makes appropriate decisions *based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.* (S2.M13.6)	Cooperatives Teacher Rubric	• Stick With Me! • Beat the Clock • Partner Stunts	• Cooperatives • Cooperatives • Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Describes how being physically active leads to a healthy body. (S3.M1.6)	Sample debrief question: *How can being physically active lead to a healthy body?*	• Body Composition Circuit • Fun and Flexibility with a Friend • Muscular Strength and Endurance	• Fitness Circuits • Fitness Challenges • Fitness Circuits • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		• Aerobic Dance	
Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	• Map Challenges Mileage Chart • SPARKfit Assessment Tools	• Moving for Time • Figure 8 Walk/Jog • Student Portfolio, MVPA Wellness Journal	• Map Challenges • Walk, Jog, Run Activities • Sparkfamily.org 3-6 PE SPARKfit Programs
Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics and aerobic dance. (S3.M3.6)	Personal Best Day: My Personal Best Progress and Goals Card	• Aerobic Dance • Sports Moves Aerobics • Bench Step Basics	• Group Fitness • Group Fitness • Group Fitness
Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution® or Wii Fit®. (S3.M4.6)	Dance technology not addressed in this curriculum		
Participates in a variety of life‑time recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)	Personal Best Day: My Personal Best Progress and Goals Card	• Mini-Volleyball • Aerobic Dance • Flying Disc Golf	• Volleyball • Group Fitness • Flying Disc
Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)	• Personal Best Day: My Personal Best Progress and Goals Card • SPARKfit Assessment Tools	• Solo Aerobic Fitness Challenge • Aerobic Capacity Circuit • Aerobic Dance • MVPA Wellness Journal	• Fitness Challenges • Fitness Circuits • Group Fitness • Sparkfamily.org 3-6 PE SPARKfit Programs

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Identifies the components of skill-related fitness. (S3.M7.6)	Sample debrief question: *What are the components of skill-related fitness?*	• Agility Run	• Walk/Jog/Run
Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)	• Personal Best Day: My Personal Best Progress and Goals Card • Fitness Circuits Think About… • SPARKfit Assessment Tools	• Personal Best Day • Student Portfolio, MVPA Wellness Journal, Heart Rate Monitor Log, Pedometer Tracking Log	• Personal Best Day • Sparkfamily.org 3-6 PE SPARKfit Programs
Employs correct techniques and methods of stretching.11 (S3.M9.6)	Specific Unit Performance Rubric	• Flexibility Circuit • Fun and Flexibility	• Fitness Circuits • Fitness Challenges
Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)	Sample debrief question: *Describe the difference between muscular strength and muscular endurance,*	• Muscular Strength and Endurance Circuit • Partner Muscular Strength and Endurance • Resistance Band Workout	• Fitness Circuits • Fitness Challenges • Group Fitness
Identifies each of the components of the overload principle (FITT formula:	Sample debrief question:	• Body Composition Circuit	• Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6)	*Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?*	• Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance	• Fitness Circuits • Group Fitness
Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Sample debrief question: *What is the reason for doing a warm-up before participating in a physical activity?*	• Daily Dozen • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance	• Stunts and Tumbling • Fitness Challenges • Fitness Circuits • Group Fitness
Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Range of Perceived Exertion (RPE) Scale. (S3.M13.6)	• Sample debrief question: • *What are some ways you can monitor your heart rate?* • SPARKfit Assessment Tools	• Solo Aerobic Fitness Challenge • Aerobic Capacity Circuit • Aerobic Dance	• Fitness Challenges • Fitness Circuits • Group Fitness
Identifies major muscles used in selected physical activities. (S3.M14.6)	Sample debrief question: *Name the muscle you worked with each exercise you completed.*	• Muscular Strength and Endurance Circuit • Partner Muscular Strength and	• Fitness Circuits • Fitness Challenges • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Endurance • Resistance Band Workout	
Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.M15.6)	• Personal Best Day: My Personal Best Progress and Goals Card • SPARKfit Assessment Tools	• Personal Best Day • Pedometer Activity • Student Portfolio, MVPA Wellness Journal	• Personal Best Day • Map Challenges • Sparkfamily.org 3-6 PE SPARKfit Programs
Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)	• Personal Best Day: My Personal Best Progress and Goals Card • SPARKfit Assessment Tools	• Personal Best Day • Pedometer Activity • Student Portfolio, MVPA Wellness Journal, Heart Rate Monitor Log, Pedometer Tracking Log	• Personal Best Day • Map Challenges • Sparkfamily.org 3-6 PE SPARKfit Programs
Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. (S3.M17.6)	• Sample debrief question: *Name some foods in each of the food groups.* • SPARKfit Assessment Tools	• Body Composition Circuit • Body Composition BINGO • Student Portfolio, MVPA Wellness Journal	• Fitness Circuits • Fitness Challenges • Sparkfamily.org 3-6 PE SPARKfit Programs
Identifies positive and negative results	Sample debrief	• Partner Walk/Jog	• Walk/Jog/Run

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
of stress and appropriate ways of dealing with each. (S3.M18.6)	question: *Name some positive ways one can deal with stress. Negative choices?*	and Talk	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)	Cooperatives Performance Rubric	• Orientation to SPARK PE • Establishing Basics • Cooperation and Trust	• 1st Three Lessons • 1st Three Lessons • 1st Three Lessons
Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)	Cooperatives Self-Check	• Solo Aerobic Fitness • Moving Around the Track (Counting Laps) • Resistance Band Workout	• Fitness Challenges • Map Challenges • Group Fitness
Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	Specific Unit Self-Check	• Basketball Skills Stations • Flying Disc Stations	• Basketball • Flying Disc • Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(S4.M3.6)		• Passing and Receiving Drills	
Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)	Cooperatives Self-Check	• Soccer Group Challenge • Group Jump Rope Challenge • Survivor Challenge	• Soccer • Jump Rope • Fitness Challenges
Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)	Cooperatives Self-Check	• Soccer Group Challenge • Group Jump Rope Challenge • Survivor Challenge	• Soccer • Jump Rope • Fitness Challenges
Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6)	Sample debrief question: *Why do we have rules when playing with others?*	• Virginia Reel • Hot Time • Parachute Play (Small Group)	• Dance • Dance • Cooperatives
Uses physical activity and fitness equipment appropriately and safely, *with the teacher's guidance.* (S1.M7.6)	Specific Unit Performance Rubric	• Medicine Ball Madness • Partner Stunts • Survivor Challenge	• Group Fitness • Stunts and Tumbling • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Describes how being physically active leads to a healthy body. (S5.M1.6)	Sample debrief question: *How can being physically active lead to a healthy body?*	• Body Composition Circuit • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance	• Fitness Circuits • Fitness Challenges • Fitness Circuits • Group Fitness
Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)	Sample debrief question: *How can physical activities provide opportunities to interact with others?*	• Group Juggling • Stepping Stones • Parachute Play (Small Group)	• Cooperatives • Cooperatives • Cooperatives
Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks. (S5.M3.6)	Sample debrief question: *How can you handle challenges in a positive way?*	• Look, Learn, and Leave • Partner Switcheroo Stunt Hunt	• Stunts and Tumbling • Stunts and Tumbling
Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)	Sample debrief question: *How can mastering a physical skill make you happy?*	• Those Tricky Transitions • Stunt Stories and Tumbling Tales • Create a Routine	• Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Identifies how self-expression and physical activity are related. (S5.M5.6)	Sample debrief question:	• Create a Dance • Create a Routine	• Dance • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	How can you use creativity in a physical activity to express yourself?	• Create a Routine	• Movement Bands
Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)	Cooperative Self-Check	• Mini-Basketball • Mini-Soccer • Cooperative Countdown	• Basketball • Soccer • Volleyball

SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
6th Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)	Dance Unit: • Peer Coach • Self-Check • Teacher Rubric	• Create an Aerobic Capacity Routine • Durango Boot • Create a 4-Wall Line Dance • The Korobushka Jigsaw • Merengue Mixer	• Fitness • Flying Disc • Dance • Dance • Dance
Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). (S1.M2.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Throw for Accuracy and Distance • Fly Out, Throw Out • Partner Passing	• Flying Disc • Softball • Basketball
Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Partner Passing • Backhand Throw and Clap Catch • Forehand Throw and 2-Handed C Catch • Passing and Receiving • Pitching • Fly Out, Throw Out	• Basketball • Flying Disc • Flying Disc • Football • Football • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)	Specific Unit: • Teacher Rubric	• Keep Away (2-on-1) • Defense • Modified Team Handball	• Basketball • Football • World Games
Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Receiver Patterns • Ultimate Flying Disc • 2-Minute Drill	• Football • Flying Disc • Football
Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Ready Position and the Pivot • Moving to Open Space • Corner to Corner Pass and Go	• Basketball • Basketball • Flying Disc
Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (S1.M7.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Give and Go • Give and Go • Ready Position and the Pivot	• Basketball • Flying Disc • Basketball
Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)	Basketball: • Peer Coach • Self-Check • Teacher Rubric	• Final Four Dribble Drill • Dribbling to Open Space • Ready Position and the Pivot	• Basketball • Basketball • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)	Hockey, Soccer: • Peer Coach • Self-Check • Teacher Rubric	• Dribbling Drills • First to 4 • Dribbling Drills • Collect 'Em All	• Hockey • Hockey • Soccer • Soccer
Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)	Hockey, Soccer: • Peer Coach • Self-Check • Teacher Rubric	• Shooting Drills • Shooting and Goaltending	• Hockey • Soccer
Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Defensive Challenge • Zone and Player-to-Player Defenses • Keep Away (2 on 1)	• Basketball • Basketball • Basketball • Basketball
Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Underhand Serve • Serving Challenges • Introduction to the Serve • Introduction to the Serve and Serve Reception	• Volleyball • Volleyball • Handball • Racquets and Paddles
Strikes with a mature overhand pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Overhead Pass (Set) • Introduction to the Overhand Stroke • Introduction to the Lob	• Volleyball • Handball • Racquets and Paddles
Demonstrates the mature form of the	Racquets and Paddles:	• Introduction to the	• Racquets and Paddles

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6)	• Peer Coach • Self-Check • Teacher Rubric	Forehand Stroke • Introduction to the Backhand Stroke • Extreme Rally	• Racquets and Paddles • Racquets and Paddles
Transfers weight with correct timing for the striking pattern. (S1.M15.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Serve, Return, Catch • Target Ball • Batting Practice	• Racquets and Paddles • Racquets and Paddles • Softball
Forehand-volleys with a mature form and control using a short-handled implement. (S1.M16.6)	Racquets and Paddles: • Peer Coach • Self-Check • Teacher Rubric	• Introduction to the Forehand Stroke • Extreme Rally • One Wall Paddleball	• Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• KinBall 4-Square • Volleyball Skills Circuit • Volley Tennis • Moon Ball	• World Games • Volleyball • Volleyball • Cooperatives
Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce or horseshoes. (S1.M18.7)	Bowling, Bocce, Horseshoes not addressed in Middle School curriculum		
Demonstrates a mature underhand throwing pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M19.6)			
Strikes a pitched ball with an	Specific Unit:	• Batting Practice	• Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
implement with force in a variety of practice tasks. (S1.M20.6)	• Peer Coach • Self-Check • Teacher Rubric	• Tee, Jump, Field (Cricket) • Modified Cricket	• World Games • World Games
Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. (S1.M21.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Partner Passing • Backhand Throw and Clap Catch • Forehand Throw and 2-Handed C Catch • Passing and Receiving • Pitching • Fly Out, Throw Out	• Basketball • Flying Disc • Flying Disc • Football • Football • Softball
Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Putting to Targets • Introduction to Chipping • Introduction to Pitching	• Golf • Golf • Golf
Demonstrates correct technique for basic skills in 1 self-selected individual- performance activity. (S1.M24.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Shot Put • Self-Guided Tour • Hurdles	• Track and Field • Stunts and Tumbling • Track and Field

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Ready Position and the Pivot • Moving to Open Space • Corner to Corner Pass and Go	• Basketball • Basketball • Flying Disc
Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. (S2.M2.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Ready Position and the Pivot • Moving to Open Space • Corner to Corner Pass and Go	• Basketball • Basketball • Flying Disc
Creates open space by using the width and length of the field/court on offense. (S2.M3.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Moving to Open Space • Ultimate Flying Disc • Zone and Player-to-Player Defenses	• Basketball • Flying Disc • Soccer
Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Zone Defense • Defensive Challenge • Defense	• Hockey • Basketball • Football
Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Zone and Player-to-Player Defenses • Under Pressure • Keep Away (3-on-1)	• Basketball • Football • Flying Disc

Updated March 2020

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• 3-on-3 Basketball • Mini-Soccer • Mini-Hockey	• Basketball • Soccer • Hockey
Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)	Racquets and Paddles: • Peer Coach • Self-Check • Teacher Rubric	• One Wall Paddleball • Team Paddleball	• Racquets and Paddles • Racquets and Paddles
Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• 3-on-3 Basketball • Modified Team Handball • Zone and Player-to-Player Defenses	• Basketball • World Games • Basketball
Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)	Golf: • Peer Coach • Self-Check • Teacher Rubric	• A Round of Golf • Chip and Putt Course	• Golf • Golf
Identifies open spaces and attempts to strike object into that space. (S2.M10.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Mini-Volleyball • T-Ball Derby • 2-Pitch Stickball	• Volleyball • Softball • Softball
Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• 7V7 Modified Softball • Modified Cricket • Quick-Play Mini-Football	• Softball • World Games • Football
Varies application of force during	Stunts and Tumbling	• Self-Guided Tour	• Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
dance or gymnastic activities. (S2.M12.6)	Teacher Rubric	• Creating Combinations • Stunts and Tumbling Buffet	• Stunts and Tumbling • Stunts and Tumbling
Makes appropriate decisions *based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.* (S2.M13.6)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Partner Stunts Circuit • Under Pressure • A Round of Golf	• Stunts and Tumbling • Football • Golf

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Describes how being physically active leads to a healthy body. (S3.M1.6)	Sample debrief question: *How can being physically active lead to a healthy body?*	• Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit	• Fitness • Fitness • Fitness • Fitness • Fitness
Participates in self-selected physical	• Pedometer Log	• Introduction to	• Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activity outside of physical education class. (S3.M2.6)	• Personally Fit Activity Challenge: In the Mood to Move	Pilates • Introduction to Yoga • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout	• Fitness • Fitness • Fitness • Fitness
Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics and aerobic dance. (S3.M3.6)	• Heart Rate Monitor Log • Personally Fit Activity Challenge: In the Mood to Move • Fitness Lab Assessment Tools	• Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway • Student Portfolio, MVPA Wellness Journal	• Fitness • Fitness • Fitness • Middle School PE SPARKfit
Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution® or Wii Fit®. (S3.M4.6)	Dance Dance Revolution®, Wii Fit® not included in SPARK curriculum		
Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)	• Pedometer Log • Personally Fit Activity Challenge:	• Introduction to Pilates • Introduction to Yoga	• Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	• In the Mood to Move	• Stability Ball and Medicine Ball Workout	
Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)	• Heart Rate Monitor Log • Pedometer Log • Student Portfolio MVPA Wellness Journal	• Aerobic Capacity Circuit • Cardio Dance Day • SPARK Event: International Jump Rope Camp	• Fitness • Dance • Jump Rope • SPARKfamily.org SPARKfit Fitness Lab Assessments
Identifies the components of skill-related fitness. (S3.M7.6)	Sample debrief question: *What are the components of skill-related fitness? Which components did you use in the activity today?*	• Sprints and Jumps Circuit • Shot Put • Flag Pulling	• Track and Field • Track and Field • Football
Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)	• Heart Rate Monitor Log • Pedometer Log • Student Portfolio • MVPA Wellness Journal	SPARKfit Fitness Lab	SPARKfamily.org
Employs correct techniques and methods of stretching.11 (S3.M9.6)	Fitness: • Peer Coach • Self Check • Teacher Rubrics	• Flexibility Circuit • Finding Balance Circuit • Introduction to	• Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Yoga	
Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)	Sample debrief question: *Describe the difference between muscular strength and muscular endurance.*	• Create an Aerobic Capacity Routine • Create a Muscular Strength and Endurance Routine	• Fitness • Fitness
Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6)	Sample debrief question: *Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?*	• Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit • Fitness Lessons FC3, FC4, FC5	• Fitness • Fitness • Fitness • Fitness • Fitness • Sparkfit Fitness Lab
Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Sample debrief question: *What is the reason for doing a warm-up before participating in a physical activity?*	• Range of Motion • Individual Warm-Up Routines • Partner Warm-Up Routines	• Fitness • Jump Rope • Jump Rope
Defines resting heart rate and	Sample debrief	• Gotta Have Heart	• Fitness

Updated March 2020

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
describes its relationship to aerobic fitness and the Borg Range of Perceived Exertion (RPE) Scale. (S3.M13.6)	question: *What are some ways you can monitor your heart rate?*	• Aerobic Capacity Circuit • Heart Rate Highway	• Fitness • Fitness
Identifies major muscles used in selected physical activities. (S3.M14.6)	Sample debrief question: *Name the muscle you worked with each exercise you completed.*	• Resistance Band Workout • Strength Ball Workout • Create a Muscular Strength and Endurance Routine	• Fitness • Fitness • Fitness
Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.M15.6)	• Student Portfolio • MVPA Wellness Journal	• Create an Aerobic Capacity Routine • Create a Muscular Strength and Endurance Routine • Fitness Lab	• Fitness • Fitness • SPARKfamily.org SPARKfit
Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)	• Heart Rate Monitor Log • Pedometer Log • Student Portfolio • MVPA Wellness Journal	SPARKfit Fitness Lab	• SPARKfamily.org
Identifies foods within each of the basic food groups and selects appropriate servings and portions for	Sample debrief question: *Name some foods in*	• Body Composition Circuit • Body Composition	• Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
his/her age and physical activity levels. (S3.M17.6)	*each of the food groups.*	BINGO • Build a Pyramid • Nutrition Challenge • Fruit Smoothie • Nutrition Lessons NC1-10	• Fitness • Fitness • SPARKfamily.org SPARKfit Fitness Lab
Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)	Sample debrief question: *Name some positive ways one can deal with stress. Negative choices?*	• Introduction to Yoga	• Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)	Specific Unit: • Self Check • Teacher Rubric	• Advanced Progressions • Partner Stunts • Merengue Etiquette and Basics • Swing Etiquette and Basics	• Stunts and Tumbling • Stunts and Tumbling • Dance • Dance
Identifies and uses appropriate	Coulda, Woulda,	• Aerobic Capacity	• Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)	Shoulda (Fitness)	Circuit • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit	• Fitness • Fitness • Fitness • Fitness
Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)	Specific Unit Peer Coach	• Self-Guided Tour • Individual Trick Circuit • Individual Juggling • Putting to Targets	• Stunts and Tumbling • Jump Rope • World Games • Golf
Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)	Coulda, Shoulda, Woulda (all units)	• Acceptance and Super Grouping • Problem-Solver Adventure Race • Corridor Challenges	• First 5 Lessons • Cooperatives • Cooperatives
Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)	Teacher Rubric, Self Check (Cooperatives) Coulda, Woulda, Shoulda (Various Units)	• Problem-Solver Adventure Race • Adventure Racing 101 • Hoopla Adventure Race	• Cooperatives • Cooperatives • Cooperatives
Identifies the rules and etiquette for	Dance Self Check,	• Merengue	• Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
physical activities/games and dance activities. (S4.M6.6)	Teacher Rubric	Etiquette and Basics • Swing Etiquette and Basics	• Dance
Uses physical activity and fitness equipment appropriately and safely, *with the teacher's guidance.* (S1.M7.6)	Specific Unit: • Self Check • Teacher Rubric	• Strength Ball Workout • Shot Put • Introduction to Stick-Handling	• Fitness • Track and Field • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Describes how being physically active leads to a healthy body. (S5.M1.6)	Sample debrief question: *How can being physically active lead to a healthy body?*	• Fun and Fitness Circuit • Combined Circuit (Aerobic Capacity and Flexibility) • Fitness in the Middle	• ASAP • Fitness • Fitness
Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)	Sample debrief question: *How can physical activities provide opportunities to interact*	• Introduction to Yoga • Cross the Pond • A Round of Golf	• Fitness • Cooperatives • Golf

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	with others?		
Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks. (S5.M3.6)	Sample debrief question: *How can you handle challenges in a positive way?*	• Shooting Drills • Shot Put • Distance and Accuracy • Individual Juggling • Putting to Targets	• Basketball • Track • Flying Disc • World Games • Golf
Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)	Sample debrief question: *How can mastering a physical skill make you happy?*	• Disc Throwing Stations • Stunts and Tumbling Buffet • Individual Juggling • Putting to Targets • Volleyball Stations • Extreme Rally • Passing and Receiving • Bullseye and Long Shot • Shooting Drills	• Flying Disc • Stunts and Tumbling • World Games • Golf • Volleyball • Racquets and Paddles • Football • Soccer • Hockey
Identifies how self-expression and physical activity are related. (S5.M5.6)	Sample debrief question: *How can you use creativity in a physical activity to express yourself?*	• Create a Routine (Aerobic Capacity) • Create Your Own Swing Moves • Create a Hip Hop Routine	• Fitness • Dance • Dance
Demonstrates respect for self and	Cooperatives:	• Flag Grab	• Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)	• Self-Check • Teacher Rubric	• Centipede Pass • Radioactive River	• Cooperatives • Cooperatives

SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
7th Grade (MS Version 2011)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)	Dance Unit: • Peer Coach • Self-Check • Teacher Rubric	• Create an Aerobic Capacity Routine • Durango Boot • Create a 4-Wall Line Dance • The Korobushka Jigsaw • Merengue Mixer	• Fitness • Flying Disc • Dance • Dance • Dance
Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Throw for Accuracy and Distance • Fly Out, Throw Out • Partner Passing	• Flying Disc • Softball • Basketball
Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M3.7)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Partner Passing • Backhand Throw and Clap Catch • Forehand Throw and 2-Handed C Catch • Passing and Receiving • Pitching • Fly Out, Throw Out	• Basketball • Flying Disc • Flying Disc • Football • Football • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7)	Soccer: • Self-Check • Teacher Rubric	• Corner-to-Corner Pass and Go • Zone and Player-to-Player Defenses • Mini-Soccer	• Soccer • Soccer • Soccer
Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)	Specific Unit: • Self-Check • Teacher Rubric	• Pitching • Up the Valley • Modified Team Handball	• Football • Softball • World Games
Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Specific Unit: • Self-Check • Teacher Rubric	• 3-on-3 Basketball • Mini-Hockey • Mini-Soccer	• Basketball • Hockey • Soccer
Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes. (S1.M7.7)	Specific Unit: • Self-Check • Teacher Rubric	• Give and Go • Give and Go • 3-on-3 Basketball	• Basketball • Flying Disc • Basketball
Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7)	Basketball: • Self-Check • Teacher Rubric	• Final Four Dribble Drill • Dribbling to Open Space • Ready Position and the Pivot	• Basketball • Basketball • Basketball
Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)	Hockey, Soccer: • Peer Coach • Self-Check • Teacher Rubric	• Dribbling Drills • First to 4 • Dribbling Drills • Collect 'Em All	• Hockey • Hockey • Soccer • Soccer
Shoots on goal with power and	Hockey, Soccer:	• Shooting Drills	• Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
accuracy in small-sided game play. (S1.M10.7)	• Peer Coach • Self-Check • Teacher Rubric	• Shooting and Goaltending	• Soccer
Slides in all directions while on defense without crossing feet. (S1.M11.7)	Specific Unit: • Self-Check • Teacher Rubric	• Defensive Challenge • Zone and Player-to-Player Defenses • Keep Away (2 on 1)	• Basketball • Basketball • Basketball • Basketball
Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Underhand Serve • Serving Challenges • Introduction to the Serve • Introduction to the Serve and Serve Reception	• Volleyball • Volleyball • Handball • Racquets and Paddles
Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Overhead Pass (Set) • Introduction to the Overhand Stroke • Introduction to the Lob	• Volleyball • Handball • Racquets and Paddles
Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)	Racquets and Paddles: • Peer Coach • Self-Check • Teacher Rubric	• Introduction to the Forehand Stroke • Introduction to the Backhand Stroke • Extreme Rally	• Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Transfers weight with correct timing	Racquets and Paddles:	• Introduction to the	• Racquets and Paddles

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
using low to high striking pattern with a short-handled implement on the forehand side. (S1.M15.7)	• Peer Coach • Self-Check • Teacher Rubric	Forehand Stroke • Extreme Rally • One Wall Paddleball	• Racquets and Paddles • Racquets and Paddles
Forehand- and backhand-volleys with a mature form and control using a short-handled implement. (S1.M16.7)	Racquets and Paddles: • Peer Coach • Self-Check • Teacher Rubric	• Introduction to the Forehand Stroke • Extreme Rally • One Wall Paddleball	• Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Two-hand-volleys with control in a dynamic environment. (S1.M17.7)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• KinBall 4-Square • Volleyball Skills Circuit • Volley Tennis • Moon Ball	• World Games • Volleyball • Volleyball • Cooperatives
Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci or horseshoes. (S1.M18.7)	Bowling, Bocce, Horseshoes not addressed in Middle School curriculum		
Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. (S1.M19.7)	Golf: • Peer Coach • Self-Check • Teacher Rubric	• Bocce Golf • Chip and Putt Course • A Round of Golf	• Golf • Golf • Golf
Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Batting Practice • Tee, Jump, Field (Cricket) • Modified Cricket	• Softball • World Games • World Games
Catches, with a mature pattern, from	Specific Unit:	• Partner Passing	• Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
different trajectories using a variety of objects in small-sided game play. (S1.M21.7)	• Peer Coach • Self-Check • Teacher Rubric	• Backhand Throw and Clap Catch • Forehand Throw and 2-Handed C Catch • Passing and Receiving • Pitching • Fly Out, Throw Out	• Flying Disc • Flying Disc • Football • Football • Softball
Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7)	Specific Unit: • Self-Check • Teacher Rubric	• Putting to Targets • Introduction to Chipping • Introduction to Pitching	• Golf • Golf • Golf
Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity. (S1.M24.7)	Specific Unit: • Self-Check • Teacher Rubric	• Shot Put • Self-Guided Tour • Hurdles	• Track and Field • Stunts and Tumbling • Track and Field

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Reduces open space by using locomotor movements (e.g., walking,	Specific Unit: • Self-Check	• Defensive Challenge	• Basketball • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)	• Teacher Rubric	• Moving to Open Space • Corner to Corner Pass and Go	• Flying Disc
Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. (S2.M2.7)	Specific Unit: • Self-Check • Teacher Rubric	• Moving to Open Space • Ultimate Flying Disc • Corner-to-Corner Pass and Go	• Basketball • Flying Disc • Soccer
Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)	Specific Unit: • Self-Check • Teacher Rubric	• Moving to Open Space • Ultimate Flying Disc • Corner-to-Corner Pass and Go	• Basketball • Flying Disc • Soccer
Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.M4.7)	Specific Unit: • Self-Check • Teacher Rubric	• Zone Defense • Defensive Challenge • Defense	• Hockey • Basketball • Football
Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.7)	Specific Unit: • Self-Check • Teacher Rubric	• Zone and Player-to-Player Defenses • Under Pressure • Keep Away (3-on-1) •	• Basketball • Football • Flying Disc
Transitions from offense to defense or defense to offense by recovering quickly and communicating with	Specific Unit: • Self-Check • Teacher Rubric	• 3-on-3 Basketball • Mini-Soccer	• Basketball • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
teammates. (S2.M6.7)		• Mini-Hockey	• Hockey
Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side. (S2.M7.7)	Hockey: • Self-Check • Teacher Rubric	• Corner-to-Corner Pass and Go • 3-Trap Hockey • Mini-Hockey	• Hockey • Hockey • Hockey
Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)	Specific Unit: • Self-Check • Teacher Rubric	• Mini-Volleyball • T-Ball Derby • 2-Pitch Stickball • Shooting Drills	• Volleyball • Softball • Softball • Hockey
Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)	Specific Unit: • Self-Check • Teacher Rubric	• T-Ball Derby • 2-Pitch Stickball • Shooting Drills	• Softball • Softball • Hockey
Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space. (S2.M10.7)	Specific Unit: • Self-Check • Teacher Rubric	• 7V7 Modified Softball • Modified Cricket • 2-Pitch Stickball	• Softball • World Games • Softball
Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)	Specific Unit: • Self-Check • Teacher Rubric	• 7V7 Modified Softball • Modified Cricket • Quick-Play Mini-Football	• Softball • World Games • Football
Identifies and applies Newton's laws of motion to various dance or movement activities. (S2.M12.7)	Sample debrief question: *Name some principles used in sports that relate to Newton's*	• Create a Hip Hop Routine • Receiver Patterns • Shot Put	• Dance • Football • Track and Field

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Laws of Motion (mechanics. Force, projectiles, stability.)		
Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)	Specific Unit: - Self-Check - Teacher Rubric	- Partner Stunts Circuit - Under Pressure	- Stunts and Tumbling - Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)	- Student Portfolio - MVPA Wellness Journal	SPARKfit Fitness Lab Goal Setting Lessons GS1-5	SPARKfamily.org
Participates in a physical activity 2 times a week outside of physical education class. (S3.M2.7)	- Heart Rate Monitor Log - Pedometer Log - Student Portfolio MVPA Wellness Journal	SPARKfit Fitness Lab	SPARKfamily.org

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Participates in a variety of strength and endurance-fitness activities such as Pilates, resistance training, bodyweight training and light free-weight training. (S3.M3.7)	• Student Portfolio • MVPA Wellness Journal (SPARKfit Assessment Tools)	• Introduction to Pilates • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout	• Fitness • Fitness • Fitness • Fitness • SPARKfamily.org
Participates in a variety of strength and endurance-fitness activities such as weight or resistance training. (S3.M4.7)	• Student Portfolio • MVPA Wellness Journal (SPARKfit Assessment Tools)	• Introduction to Pilates • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout	• Fitness • Fitness • Fitness • Fitness
Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. (S3.M5.7)	• Student Portfolio • MVPA Wellness Journal (SPARKfit Assessment Tools)	• Introduction to Pilates • Introduction to Yoga • Merengue Mixer • A Round of Golf • Singles/Doubles Game Play	• Fitness • Fitness • Dance • Golf • Handball
Participates in moderate to vigorous	• Student	• Resistance Band	• Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
muscle- and bone-strengthening physical activity at least 3 times a week. (S3.M6.7)	Portfolio • MVPA Wellness Journal (SPARKfit Assessment Tools)	Workout • Strength Ball Workout • Create a Muscular Strength and Endurance Routine	• Fitness • Fitness
Distinguishes between health-related and skill-related fitness. (S3.M7.7)	Sample debrief question: *What are the components of health-related fitness? Skill-related fitness?*	• Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit • Sprints and Jumps Circuit • Shot Put	• Fitness • Fitness • Fitness • Fitness • Fitness • Track and Field • Track and Field
Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)	• Student Portfolio • MVPA Wellness Journal (SPARKfit Assessment Tools)	• Create an Aerobic Capacity Routine • Create a Muscular Strength and Endurance Routine	• Fitness • Fitness
Describes and demonstrates the	Sample debrief	• Flexibility Circuit	• Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
difference between dynamic and static stretches. (S3.M9.7)	question: *What is the difference between a static and a dynamic stretch?*	• Finding Balance Circuit • Introduction to Yoga	• Fitness • Fitness
Describes the role of exercise and nutrition in weight management. (S3.M10.7)	Sample debrief question: *How do exercise and proper nutrition contribute to weight management?*	• Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Challenge • Fruit Smoothie • Fitness Lab Nutrition Lessons NC1-10	• Fitness • Fitness • Fitness • Fitness • Fitness • SPARKfamily.org SPARKfit
Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7)	Sample debrief question: *Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?*	• Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit • Fitness Lessons FC3, FC4, FC5	• Fitness • Fitness • Fitness • Fitness • Fitness • SPARKfamily.org SPARKfit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)	Sample debrief question: *Name some appropriate warm-up activities for your selected activity.*	• Individual Warm-Up Routines • Partner Warm-Up Routines	• Jump Rope • Jump Rope
Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. (S3.M13.7)	Sample debrief question: *How can you use the scale of perceived exertion to monitor your workout intensity?*	• Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway	• Fitness • Fitness • Fitness
Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)	Sample debrief question: *How do muscles and bones work together to create movement?*	• Resistance Band Workout • Strength Ball Workout • Create a Muscular Strength and Endurance Routine	• Fitness • Fitness • Fitness
Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)	• Student Portfolio • MVPA Wellness Journal	• Create an Aerobic Capacity Routine • Create a Muscular Strength and Endurance Routine	• Fitness • Fitness • SPARKfamily.org SPARKfit
Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)	• Heart Rate Monitor Log • Pedometer Log • Student Portfolio	SPARKfit Fitness Lab	• SPARKfamily.org

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	• MVPA Wellness Journal		
Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. (S3.M17.7)	• Student Portfolio • MVPA Wellness Journal	• Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Challenge • Fruit Smoothie • Nutrition Lessons NC1-NC10	• Fitness • Fitness • Fitness • Fitness • Fitness • SPARKfamily.org SPARKfit
Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. (S3.M18.7)	• Student Portfolio • MVPA Wellness Journal	• Introduction to Yoga	• Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
Exhibits responsible social behaviors	• Teacher Rubric,	• Acceptance and	• First 5 Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)	Self Check (Cooperatives) • Coulda, Woulda, Shoulda (Various Units)	Super Grouping • Problem-Solver Adventure Race • Adventure Racing 101 • Hoopla Adventure Race	• Cooperatives • Cooperatives • Cooperatives
Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)	• Heart Rate Monitor Log • Pedometer Log • Student Portfolio • MVPA Wellness Journal	SPARKfit Fitness Lab	• SPARKfamily.org
Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)	Specific Unit Peer Coach	• Partner Stunts • Partner Trick Circuit • Target Ball	• Stunts and Tumbling • Jump Rope • Handball
Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)	• Teacher Rubric, Self Check (Cooperatives) • Coulda, Woulda, Shoulda (Various Units)	• Royal Court Tournament • Volleyball Xtreme (Create a Game) • Team Paddleball	• Handball • Volleyball • Racquets and Paddles
Problem-solves with a small group of classmates during adventure activities, small-group initiatives or	• Teacher Rubric, Self Check (Cooperatives)	• Problem-Solver Adventure Race • Adventure Racing	• Cooperatives • Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
game play. (S4.M5.7)	• Coulda, Woulda, Shoulda (Various Units)	101 • Hoopla Adventure Race	
Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)	• Teacher Rubric, Self Check (Cooperatives) • Coulda, Woulda, Shoulda • (Various Units)	• Royal Court Tournament • Volleyball Xtreme (Create a Game) • Team Paddleball • Merengue Etiquette and Basics • Swing Etiquette and Basics	• Handball • Volleyball • Racquets and Paddles • Dance • Dance
Independently uses physical activity and exercise equipment appropriately and safely. (S1.M7.7)	Specific Unit: • Self Check • Teacher Rubric	• Strength Ball Workout • Shot Put • Introduction to Stick-Handling	• Fitness • Track and Field • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Identifies different types of physical	Sample debrief	• Aerobic Capacity	• Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activities and describes how each exerts a positive effect on health. (S5.M1.7)	question: *What are the 5 health-related components of fitness? Name an activity that addresses each one.* • Student Portfolio • MVPA Wellness Journal	Circuit • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit • Fitness Lab Fitness Lessons FC1-FC10	• Fitness • Fitness • Fitness • Fitness • SPARKfamily.org SPARKfit
Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)	Sample debrief question: *What are some emotional and mental benefits you can gain from participating in a variety of physical activities?*	• Introduction to Yoga • Cross the Pond • A Round of Golf	• Fitness • Cooperatives • Golf
Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)	Teacher Rubric, Self Check (Cooperatives) • Coulda, Woulda, Shoulda (Various Units)	• Problem-Solver Adventure Race • Adventure Racing 101 • Hoopla Adventure Race	• Cooperatives • Cooperatives • Cooperatives
Identifies why self-selected physical	Sample debrief	• Individual Juggling	• World Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activities create enjoyment. (S5.M4.7)	question: *Why do physical activities you choose give you enjoyment?*	• Putting to Targets • Introduction to Yoga	• Golf • Fitness
Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)	Sample debrief question: *How can you use creativity in a physical activity to express yourself? How can that lead to lifelong enjoyment of the activity?*	• Create a Routine (Aerobic Capacity) • Create Your Own Swing Moves • Create a Hip Hop Routine	• Fitness • Dance • Dance
Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to (S5.M6.7)	Teacher Rubric, Self Check (Cooperatives) Coulda, Woulda, Shoulda (Various Units)	• Acceptance and Super Grouping • Problem-Solver Adventure Race • Corridor Challenges	• First 5 Lessons • Cooperatives • Cooperatives

SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
8th Grade (MS Version 2011)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)	Dance: • Self-Check • Teacher Rubric	• Create a 4-Wall Line Dance • Create a Hip Hop Routine • Create Your Own Swing Moves	• Dance • Dance • Dance
Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Quick-Play Mini-Football • 3-Catch Disc • 2-Pitch Stickball	• Football • Flying Disc • Softball
Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)	Hockey: • Self-Check • Teacher Rubric • Peer Coach	• Mini-Hockey • 3-Trap Hockey • National Hockey League All-Star Dream Event	• Hockey • Hockey • Hockey
Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)	Hockey: • Self-Check • Teacher Rubric • Peer Coach	• Mini-Hockey • 3-Trap Hockey • National Hockey League All-Star Dream Event	• Hockey • Hockey • Hockey
Throws a lead pass to a moving	Basketball:	• Give and Go	• Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
partner off a dribble or pass. (S1.M5.8)	• Self-Check • Teacher Rubric • Peer Coach	• Corner to Corner Pass and Go • Mini-Basketball	• Basketball • Basketball
Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Give and Go with Post Player • Moving to Open Space • Corner to Corner Pass and Go	• Basketball • Basketball • Flying Disc
Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes. (S1.M7.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Give and Go • Give and Go • 3-Catch with a Post Player	• Basketball • Flying Disc • Basketball
Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play. (S1.M8.8)	Basketball: • Peer Coach • Self-Check • Teacher Rubric	• Final Four Dribble Drill • Dribbling to Open Space • Mini-Basketball	• Basketball • Basketball • Basketball
Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)	Hockey, Soccer: • Peer Coach • Self-Check • Teacher Rubric	• Mini-Hockey • First to 4 • Mini-Soccer • Collect 'Em All	• Hockey • Hockey • Soccer • Soccer
Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)	Hockey: • Self-Check • Teacher Rubric • Peer Coach	• Mini-Hockey • 3-Trap Hockey • National Hockey League All-Star Dream Event	• Hockey • Hockey • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Zone and Player-to-Player Defenses • Zone and Player-to-Player Defenses • Zone and Player-to-Player Defenses	• Basketball • Soccer • Flying Disc
Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Volley Tennis • Mini-Volleyball • Royal Court Tournament • One Wall Paddleball	• Volleyball • Volleyball • Handball • Racquets and Paddles
Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Royal Court • Extreme Rally • Paddle Power Rally	• Volleyball • Handball • Racquets and Paddles
Demonstrates the mature form of forehand and backhand strokes with a short or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddleball. (S1.M14.8)	Racquets and Paddles: • Peer Coach • Self-Check • Teacher Rubric	• Team Paddleball • One Wall Paddleball • Paddle Power Rally	• Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side. (S1.M15.8)	Racquets and Paddles: • Peer Coach • Self-Check • Teacher Rubric	• Introduction to the Backhand Stroke	• Racquets and Paddles
Forehand- and backhand-volleys with	Racquets and Paddles:	• Team Paddleball	• Racquets and Paddles

Updated March 2020

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
a mature form and control using a short-handled implement during modified game play. (S1.M16.8)	• Peer Coach • Self-Check • Teacher Rubric	• One Wall Paddleball • Paddle Power Rally	• Racquets and Paddles • Racquets and Paddles
Two-hand-volleys with control in a small-sided game. (S1.M17.8)	Volleyball: • Peer Coach • Self-Check • Teacher Rubric	• Volley Tennis • Mini-Volleyball • Royal Court	• Volleyball • Volleyball • Volleyball
Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocci. (S1.M18.8)	Bowling, Bocce, not addressed in Middle School curriculum		
Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf. (S1.M19.8)	Golf: • Peer Coach • Self-Check • Teacher Rubric	• Bocce Golf • Target Golf • A Round of Golf	• Golf • Golf • Golf
Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• 2-Pitch Stickball • 7V7 Modified Softball • Tee, Jump, Field (Cricket) • Modified Cricket	• Softball • Softball • World Games • World Games
Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• 2-Pitch Stickball • 7V7 Modified Softball	• Softball • Softball
Demonstrates correct technique for	Specific Unit:	• Putting to Targets	• Golf

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
basic skills in at least 2 self-selected outdoor activities. (S1.M22.8)	• Peer Coach • Self-Check • Teacher Rubric	• Introduction to Chipping • Introduction to Pitching	• Golf • Golf
Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.M24.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Shot Put • Self-Guided Tour • Hurdles	• Track and Field • Stunts and Tumbling • Track and Field

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Give and Go with Post Player • Moving to Open Space • Corner to Corner Pass and Go	• Basketball • Basketball • Flying Disc
Executes at least 3 of the following offensive tactics to create open space:	Specific Unit: • Peer Coach	• Give and Go with Post Player	• Basketball • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go. (S2.M2.8)	• Self-Check • Teacher Rubric	• Moving to Open Space • Corner to Corner Pass and Go	• Flying Disc
Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Give and Go • Corner to Corner Pass and Go • Mini-Basketball	• Basketball • Soccer • Basketball
Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). (S2.M4.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Zone Defense • Defensive Challenge • Defense	• Hockey • Basketball • Football
Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)	Specific Unit: • Self-Check • Teacher Rubric	• Zone and Player-to-Player Defenses • Under Pressure • Keep Away (3-on-1)	• Basketball • Football • Flying Disc
Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)	Specific Unit: • Self-Check • Teacher Rubric	• 3-on-3 Basketball • Mini-Soccer • Mini-Hockey	• Basketball • Soccer • Hockey
Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and	Hockey: • Self-Check • Teacher Rubric	• Corner-to-Corner Pass and Go • 3-Trap Hockey • Mini-Hockey	• Hockey • Hockey • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
back. (S2.M7.8)			
Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Volley Tennis • Mini-Volleyball • Royal Court Tournament • One Wall Paddleball	• Volleyball • Volleyball • Handball • Racquets and Paddles
Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Royal Court Tournament • One Wall Paddleball • A Round of Golf • Shooting Drills • Volley Tennis	• Handball • Racquets and Paddles • Golf • Hockey • Volleyball
Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8)	Sample debrief question: *When would it be appropriate to make a sacrifice to advance a teammate?*	• 2-Pitch Stickball • 7V7 Modified Softball • Event: Softball World Championships	• Softball • Softball • Softball
Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)	Specific Unit: • Peer Coach • Self-Check • Teacher Rubric	• Mini-Hockey • 3-on-3 Basketball • Modified Team Handball • Mini-Soccer	• Hockey • Basketball • World Games • Soccer
Describes and applies mechanical advantage(s) for a variety of	Specific Unit: • Peer Coach	• Stunts and Tumbling Buffet	• Stunts and Tumbling • Track and Field

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
movement patterns. (S2.M12.8)	• Self-Check • Teacher Rubric	• Throws and Sprints Circuit • Introduction to Pitching	• Golf
Implements safe protocols in self-selected outdoor activities. (S2.M13.8)	Specific Unit: • Self-Check • Teacher Rubric	• A Round of Golf	• Golf

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)	Fitness: • Peer Coach • Self Check • Teacher Rubrics Sample debrief question: *Name the 5 components of health-related fitness. What are some activities that are effective in improving each of the health-related physical fitness components?*	• Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit • Fitness Lab Fitness Lessons FC6-FC10	• Fitness • Fitness • Fitness • Fitness • Fitness • SPARKfamily.org SPARKfit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Participates in physical activity 3 times a week outside of physical education class. (S3.M2.8)	• Heart Rate Monitor Log • Pedometer Log • Student Portfolio MVPA Wellness Journal	SPARKfit Fitness Lab	• SPARKfamily.org
Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8)	• Heart Rate Monitor Log • Pedometer Log • Student Portfolio • MVPA Wellness Journal	SPARKfit Fitness Lab	• SPARKfamily.org
Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8)	• Student Portfolio • MVPA Wellness Journal	• Create an Aerobic Capacity Routine • Create a Muscular Strength and Endurance Routine	• Fitness • Fitness • SPARKfamily.org SPARKfit Assessment Tools
Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8)	• Heart Rate Monitor Log • Pedometer Log • Student Portfolio MVPA Wellness Journal	SPARKfit Fitness Lab	• SPARKfamily.org
Participates in moderate to vigorous	• Heart Rate	SPARKfit	• SPARKfamily.org

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times a week. (S3.M6.8)	Monitor Log • Pedometer Log • Student Portfolio • MVPA Wellness Journal	Fitness Lab	
Compares and contrasts health-related fitness components. (S3.M7.8)	Sample debrief question: *Name the 5 components of health-related fitness. What do they have in common? How are they different?*	• Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit • Fitness Lab Lessons FC6-FC10	• Fitness • Fitness • Fitness • Fitness • Fitness • SPARKfamily.org SPARKfit
Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)	Heart Rate Monitor Log	• *Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors*	• Fitness
Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8)	Fitness: • Peer Coach • Self Check	• Range of Motion Circuit • Flexibility Circuit	• Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	• Teacher Rubrics	• Balancing Strength and Flexibility Circuit	
Describes the role of flexibility in injury prevention. (S3.M10.8)	Sample debrief question: *What is the role of flexibility in preventing injury?*	• Range of Motion Circuit • Flexibility Circuit • Balancing Strength and Flexibility Circuit	• Fitness • Fitness • Fitness
Uses the overload principle (FITT formula) in preparing a personal workout. (S3.M11.8)	Sample debrief question: *How would you apply the principle of overload in preparing a personal workout?* • Student Portfolio • MVPA Wellness Journal	• Create an Aerobic Capacity Routine • Create a Muscular Strength and Endurance Routine • Fitness Lab Lessons FC3-FC5	• Fitness • Fitness • SPARKfamily.org SPARKfit
Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8)	Sample debrief question: *Name some appropriate warm-up activities for your selected activity.*	• Individual Warm-Up Routines • Partner Warm-Up Routines	• Jump Rope • Jump Rope
Defines how the RPE Scale can be used to adjust workout intensity during physical activity. (S3.M13.8)	Sample debrief question: *How can you use the scale of perceived*	• Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway	• Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	exertion to monitor your workout intensity?		
Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.18 (S3.M14.8)	Sample debrief question: *How do body systems interact during physical activity?*	• Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway	• Fitness • Fitness • Fitness
Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. (S3.M15.8)	• Student Portfolio • MVPA Wellness Journal	SPARKfit Fitness Lab	SPARKfamily.org
Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)	• Student Portfolio • MVPA Wellness Journal	SPARKfit Fitness Lab	SPARKfamily.org
Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)	• Student Portfolio • MVPA Wellness Journal	• Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Challenge • Fruit Smoothie • Fitness Lab Lessons NC1-NC10	• Fitness • Fitness • Fitness • Fitness • Fitness • SPARKfamily.org SPARKfit
Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M18.8)	Fitness Self-Check	• Introduction to Yoga	• Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)	• Student Portfolio • MVPA Wellness Journal	SPARKfit Fitness Lab	SPARKfamily.org
Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)	• Heart Rate Monitor Log • Pedometer Log Student Portfolio MVPA Wellness Journal	SPARKfit Fitness Lab	SPARKfamily.org
Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)	Specific Unit Peer Coach	• Partner Stunts • Partner Trick Circuit • Target Ball	• Stunts and Tumbling • Jump Rope • Handball
Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)	• Teacher Rubric, Self Check (Cooperatives) • Coulda, Woulda, Shoulda (Various Units)	• Royal Court Tournament • Volleyball Xtreme (Create a Game) • Team Paddleball	• Handball • Volleyball • Racquets and Paddles
Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)	• Teacher Rubric, Self Check (Cooperatives) • Coulda, Woulda, Shoulda (Various	• Problem-Solver Adventure Race • Adventure Racing 101 • Hoopla Adventure	• Cooperatives • Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Units)	Race	
Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)	• Teacher Rubric, Self Check (Cooperatives) • Coulda, Woulda, Shoulda • (Various Units)	• Royal Court Tournament • Volleyball Xtreme (Create a Game) • Team Paddleball • Merengue Etiquette and Basics • Swing Etiquette and Basics	• Handball • Volleyball • Racquets and Paddles • Dance • Dance
Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S1.M7.8)	Specific Unit: • Self Check • Teacher Rubric	• Strength Ball Workout • Shot Put • Introduction to Stick-Handling	• Fitness • Track and Field • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the	Fitness: • Peer Coach • Self Check • Teacher Rubrics Sample debrief	• Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout	• Fitness • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
connections between fitness and overall physical and mental health. (S5.M1.8)	question: *Name the 5 components of health-related fitness. What are some activities that are effective in improving each of the health-related physical fitness components?*	• Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit • Fitness Lab Lessons FC6-FC10	• SPARKfamily.org SPARKfit
Analyzes the empowering consequences of being physical active. (S5.M2.8)	Sample debrief question: *How does participation in physical activities inspire you and give you courage?*	• Introduction to Pilates • Introduction to Yoga • Stability Ball and Medicine Ball Workout	• Fitness • Fitness • Fitness
Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)	• Student Portfolio • MVPA Wellness Journal	SPARKfit Fitness Lab	• SPARKfamily.org SPARKfit
Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)	Sample debrief question: *How could you increase your enjoyment in physical activity?*	• Individual Juggling • Putting to Targets • Introduction to Yoga	• World Games • Golf • Fitness
Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)	Sample debrief question: *How can you use*	• Create a Routine (Aerobic Capacity) • Create Your Own	• Fitness • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	creativity in a physical activity to express yourself?	Swing Moves • Create a Hip Hop Routine	
Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)	Teacher Rubric, Self Check (Cooperatives) Coulda, Woulda, Shoulda (Various Units)	• Acceptance and Super Grouping • Problem-Solver Adventure Race • Corridor Challenges	• First 5 Lessons • Cooperatives • Cooperatives

SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
High School Level 1

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)	Specific Unit: • Self-Check • Performance Rubric	• Badminton Personal Best • Cooperatives: Orienteering Personal Best • Flying Disc: Ultimate Personal Best • Softball Personal Best • Volleyball Personal Best	• Badminton • Cooperatives: Orienteering • Flying Disc • Softball • Volleyball
Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)	Dance: • Self-Check • Performance Rubric	• Waltzing Royalty Mixer • Cotton Eyed Joe Jigsaw • Cha-Cha Challenge	• Dance • Dance • Dance
Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)	Specific Unit: • Self-Check • Performance Rubric	• Walk-Jog-Run • Cardio Kickboxing • iFreestyle Aerobics • HIIT Basic Training • iYoga	• Wellness Walking • Group Fitness • Group Fitness • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	Specific Unit: • Fun-day-mentals Jigsaw Notes • Performance Rubric • Written Tests	• Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw	• Flying Disc: Ultimate • Hockey • Softball
Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)	Specific Unit: • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric Sample debrief question: *Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy) in a*	• Badminton Personal Best • Aqua-Fit Basic Training • Event: Dance Olympics • Create Your Own ST Program	• Badminton • Aqua-Fit (SPARKfamily.org) • Dance • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
selected skill.			
Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)	Specific Unit: • Fun-day-mentals Jigsaw Notes • Self-Check	• Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Basketball Personal Best • Football Personal Best • Hockey Personal Best	• Flying Disc: Ultimate • Hockey • Softball • Basketball • Football • Hockey
Identifies examples of social and technical dance forms. (S2.H4.L1)	Dance Performance Rubric	• Hip Hop Jigsaw • Stutter Stomp • Waltzing Royalty Mixer	• Dance • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)	• Student Portfolio • Student MVPA Wellness Journal	Goal Setting Strategies: Ask the Right Questions Action Planning	SPARKfamily.org: SPARKfit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2.L1)	• Student Portfolio • Student MVPA Wellness Journal	Goal Setting Strategies: Ask the Right Questions	SPARKfamily.org: SPARKfit
Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1)	• Student Portfolio • Student MVPA Wellness Journal	Goal Setting Strategies: Visualize the Prize	SPARKfamily.org: SPARKfit
Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)	• Student Portfolio • Student MVPA Wellness Journal	• SPARKfit Home Play Activities • Goal Setting Strategies: Habits	SPARKfamily.org: SPARKfit
Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)	• Student Portfolio • Student MVPA Wellness Journal	Fitness Concepts: How Do You Feel Today?	SPARKfamily.org: SPARKfit
Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	• Heart Rate Monitor Logs • Pedometer Logs	• Walk-Jog-Run • Cardio Kickboxing • iFreestyle Aerobics	• Wellness Walking • Group Fitness • Group Fitness
Demonstrate appropriate technique in resistance-training machines and free weights. (S3.H7.L1)	• Strength Training Performance Rubric • SportFit Performance Log	• Create Your Own ST Program • Basic Training: FUNctional Fitness Jigsaw • Strength in Numbers • SportFit Basic	• Strength Training • Strength Training • Strength Training • SPARKfamily.org

Updated March 2020

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Training: Romeo	
Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)	• Student Portfolio • Student MVPA Wellness Journal	Nutrition Concepts (NC1-NC10)	SPARKfamily.org SPARKfit Fitness Lab
Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)	Strength Training: • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric • SportFit Performance Log	• Basic Training: Shoulders • Basic Training: Arms • Basic Training: Legs • SportFit Basic Training: Kilo	• Strength Training • Strength Training • Strength Training • SPARKfamily.org
Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)	Heart Rate Monitor Log (SPARKfit Fitness Lab Assessment Tools)	• HIIT Basic Training • Cardio Kickboxing Basic Training • Aerobics Basic Training • Fitness Concepts - Aerobic	• Group Fitness • Group Fitness • Group Fitness • SPARKfamily.org: SPARKfit Fitness Lab
Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)	• Student Portfolio • Student MVPA Wellness Journal	• Goal Setting Strategies – Action Planning	SPARKfamily.org SPARKfit Fitness Lab

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)	• SportFit Performance Log • Strength Training E-1 RM Log	• Create Your Own SportFit Program • Create Your Own Strength Training Program	• SportFit: SPARKfamily.org • Strength Training
Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)	• Student Portfolio • Student • MVPA Wellness Journal	• Nutrition Concepts (NC1-NC10)	SPARKfamily.org SPARKfit Fitness Lab
Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)	Walk and Talk (Wellness Walking)	• Yoga Basic Training • Walk and Talk Fun-day-mentals Jigsaw • iCardio Kickboxing	• Group Fitness • Wellness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)	• Fitness Personal Best Assessments • Student Portfolio • Student MVPA	• Basic Training: FUNctional Fitness Jigsaw • iHIIT (High Intensity Interval	• Strength Training • Group Fitness • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Wellness	Training) • Create Your Own ST Program	
Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)	Specific Unit: • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages	• SPARK Event 101 • Strength Training Adventure Race • Event: Dance Olympics	• SPARK HS PE 101 • Strength Training • Dance
Uses communication skills and strategies that promote team/ group dynamics. (S4.H3.L1)	Specific Unit: • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages	• Fun-day-mentals Jigsaw • Cricket Adventure Race • Fun-day-mentals Jigsaw	• World Games: Cricket • World Games: Cricket • Flying Disc: Ultimate
Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)	Cooperatives: Orienteering Fun-day-mentals Jigsaw Notes	• Score More! • 1-2-3's • Event: The Navigational Invitational	• Cooperatives: Orienteering • Cooperatives: Orienteering • Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	SportFIT Performance Log	• SportFIT Fun-day-mentals Jigsaw	• SPARKfamily.org: SportFIT

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)	Dance Personal Best Think About…	• Dance Personal Best	• Dance
Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)	Dance: • Self-Check • Performance Rubric	• Event: Dance Olympics • Create a Hip Hop Routine • Waltzing Royalty Jigsaw	• Dance • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)	Dance Fun-day-mentals Jigsaw Notes	- Hip Hop Jigsaw - Cotton Eyed Joe Jigsaw - Waltzing Royalty Jigsaw	- Dance - Dance - Dance

SPARK Alignment with National Physical Education Standards & Grade-Level Outcomes
High School Level 2

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)	Specific Unit: • Self-Check • Performance Rubric	• Badminton Personal Best • Cooperatives: Orienteering Personal Best • Flying Disc: Ultimate Personal Best • Softball Personal Best • Volleyball Personal Best	• Badminton • Cooperatives: Orienteering • Flying Disc • Softball • Volleyball
Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)	Dance Performance Rubric	• Event: Dance Olympics • Create a Hip Hop Routine	• Dance • Dance
Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)	Specific Unit: • Self-Check • Performance Rubric	• Walk-Jog-Run • Cardio Kickboxing • iFreestyle Aerobics • HIIT Basic Training • iYoga	• Wellness Walking • Group Fitness • Group Fitness • Group Fitness • Group Fitness

Updated March 2020

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2)	World Games: • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages	• The Cricket World Cup • Waltzing Royalty Jigsaw (Mixer) • iYoga	• World Games • Dance • Group Fitness
Describes the speed/accuracy trade-off in throwing and striking skills. (S2.H2.L2)	Specific Unit Personal Best Assessments	• Win the Point (Singles Royal Court) • Fun-day-mentals Jigsaw • Throw the Game	• Badminton • Hockey • Softball
Identifies the stages of learning a motor skill. (S2.H3.L2)	Specific Unit: Fun-day-mentals Jigsaw Notes	• Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw	• World Games: Cricket • Flying Disc: Ultimate • Football
Compares similarities and differences in various dance forms. (S2.H4.L2)	Dance Self-Check	• Hip Hop Jigsaw • Cotton Eyed Joe Jigsaw	• Dance • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		• Waltzing Royalty Jigsaw	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)	• Student Portfolio • Student MVPA Wellness Journal	Nutrition Concepts (NC1-NC10)	SPARKfamily.org SPARKfit Fitness Lab
Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)	• Heart Rate Monitor Logs • Pedometer Logs	• Walk-Jog-Run • Cardio Kickboxing • iFreestyle Aerobics	• Wellness Walking • Group Fitness • Group Fitness
Applies rates of perceived exertion and pacing. (S3.H3.L2)	• Wellness Walking Go the Distance Think About… • iRun Wrist Bands	• Go the Distance • Walk-Jog-Run • iCardio Kickboxing • Basic Training: Interval	• Wellness Walking • Wellness Walking • Group Fitness • SPARKfamily.org: iRun
Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)	• Student Portfolio • Student MVPA Wellness Journal	Goal Setting Strategies • Action Planning • Habits Portfolio Updates • Me in My	SPARKfamily.org SPARKfit Fitness Lab

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Environment • The Progress Path	
Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)	• SPARK Event: 5K • iRun Wrist Bands	• Basic Training: Continuous • Basic Training: Interval • Basic Training: Circuit • Create Your Own iRun Program	SPARKfamily.org: iRun
Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)	• SportFit Performance Log • Strength Training E-1 RM Log	• Create Your Own SportFit Program • Create Your Own Strength Training Program	• SportFit: SPARKfamily.org • Strength Training
Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). (S3.H8.L2)	Group Fitness, Wellness Walking: • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric	• Race Walking • iFreestyle Aerobics • iCardio Kickboxing	• Wellness Walking • Group Fitness • Group Fitness
Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. (S3.H9.L2)	Group Fitness, Wellness Walking: • Self-Check • Fun-day-	• Race Walking • Aerobics Basic Training • Cardio Kickboxing	• Wellness Walking • Group Fitness • Group Fitness • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	mentals Jigsaw Notes • Performance Rubric	Basic Training • Create Your Own ST Program	
Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self- monitor aerobic intensity. (S3.H10.L2)	• Heart Rate Monitor Log (SPARKfit Fitness Lab Assessment Tools)	• HIIT Basic Training • Cardio Kickboxing Basic Training • Aerobics Basic Training • Fitness Concepts - Aerobic	• Group Fitness • Group Fitness • Group Fitness • SPARKfamily.org: SPARKfit Fitness Lab
Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)	• SportFit Performance Log • Student Portfolio • Student • MVPA Wellness	• Create Your Own SportFit Program • Create Your Own Strength Training Program	• SportFit: SPARKfamily.org • Strength Training
Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)	• Student Portfolio • Student MVPA Wellness Journal	• Goal Setting Strategies – Habits (GS4)	SPARKfamily.org: SPARKfit Fitness Lab
Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)	• Student Portfolio • Student MVPA Wellness Journal	Nutrition Concepts (NC1-NC10)	SPARKfamily.org SPARKfit Fitness Lab
Applies stress-management	Walk and Talk	• Yoga Basic	• Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)	(Wellness Walking)	Training • Walk and Talk Fun-day-mentals Jigsaw • iCardio Kickboxing	• Wellness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 **The physically literate individual exhibits responsible personal and social behavior the respects self and others.**			
Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)	Walk and Talk (Wellness Walking)	• Yoga Basic Training • Walk and Talk Fun-day-mentals Jigsaw • iCardio Kickboxing	• Group Fitness • Wellness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)	Specific Unit: • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages	• Big D (4-on-4 Royal Court) • D-Fence (5-on-5 Royal Field) • A Strong Side	• Basketball • Football • Football
Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)	• Leader Certification Peer Checklist • HS SportFIT Leader Sign-Up	• Walking Circuits • Orienteering Adventure Race • SPARK Fitness Instructor Certification Tracking Sheet: HIIT Basic Training • Create Your Own SportFIT Workout	• Wellness Walking • Cooperatives: Orienteering • Group Fitness • SPARKframily.org: SportFIT
Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)	Specific Unit: • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed	• Fun-day-mentals Jigsaw • Cricket Adventure Race • Fun-day-mentals Jigsaw	• World Games: Cricket • World Games: Cricket • Flying Disc: Ultimate

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Journaling Pages		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)	SportFIT Performance Log	• Create Your Own SportFIT Workout	• SPARKfamily.org: SportFIT
Identifies the uniqueness of creative dance as a means of self-expression. (S5.H3.L2)	Dance: • Self-Check • Performance Rubric	• Event: Dance Olympics • Create a Hip Hop Routine • Waltzing Royalty Jigsaw	• Dance • Dance • Dance
Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)	Dance Fun-day-mentals Jigsaw Notes	• Hip Hop Jigsaw • Cotton Eyed Joe Jigsaw • Waltzing Royalty Jigsaw • SPARK Event: Tournament of Tournaments	• Dance • Dance • Dance • SPARKfamily.org: iGames