

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
IX.A.1 Child demonstrates coordination and balance in isolation.			
The child:			
Maintains balance while walking on a balance beam or standing on one foot.	Super Stunts Performance Rubric	<ul style="list-style-type: none"> • Line Walking • Single-Leg Balances 	<ul style="list-style-type: none"> • Super Stunts • Super Stunts
Hops on one foot, walks, jogs, jumps, and gallops.	Building Blocks Performance Rubric	<ul style="list-style-type: none"> • Jumping • Galloping • Hopping 	<ul style="list-style-type: none"> • Building Blocks • Building Blocks • Building Blocks
Carries a bowl or plate of objects from one spot to another.	Not specifically addressed in SPARK Early Childhood Curriculum		
Coordinates leg and body movements to sustain swinging on a swing.			
Moves and stops with control over speed and direction (moves back and forth, side to side).	Building Blocks Performance Rubric	<ul style="list-style-type: none"> • Starting and Stopping • Dance Freeze • Tempo 	<ul style="list-style-type: none"> • Building Blocks • Musical ASAPs • Building Blocks

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
IX.A.2 Child coordinates sequence of movements to perform tasks. The child:			
Moves within a space of defined boundaries, changing body configuration to accommodate the space (moving through an obstacle course).	<ul style="list-style-type: none"> • Building Blocks Performance Rubric • Super Stunts Performance Rubric 	<ul style="list-style-type: none"> • Personal Space • Spatial Relationships • I Want a Home 	<ul style="list-style-type: none"> • Building Blocks • Building Blocks • Super Stunts
Moves body into position to catch or kick a ball.	<ul style="list-style-type: none"> • Have a Ball Performance Rubric • Fancy Feet Performance Rubric 	<ul style="list-style-type: none"> • Self-Toss and Catch • Walk and Kick • Run and Kick 	<ul style="list-style-type: none"> • Have a Ball • Fancy Feet • Fancy Feet
Uses axial movements such as reaching, twisting, turning, and bending.	<ul style="list-style-type: none"> • Super Stunts Performance Rubric • R, S, B for Me Performance Rubric 	<ul style="list-style-type: none"> • Creative Stunts I • The Elephant's Rainbow • Introduction to Ribbons 	<ul style="list-style-type: none"> • Super Stunts • Musical ASAPs • R, S, B for Me
Participates in group games involving movement (“Hokey, Pokey”).	<ul style="list-style-type: none"> • Parachute Play Performance Rubric • Hoop It Up Performance Rubric 	<ul style="list-style-type: none"> • Parachute Wheel • Merry-Go-Round • Go, Car, Go! 	<ul style="list-style-type: none"> • Parachute Play • Parachute Play • Hoop It Up

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Moves from one space to another in a variety of ways (running, jumping, hopping, skipping).	Building Blocks Performance Rubric	<ul style="list-style-type: none"> • Running • Jumping • Galloping • Hopping • Side-Sliding • Skipping • Leaping 	Building Blocks
Moves in rhythm to simple tunes and music patterns.	Building Blocks Performance Rubric	<ul style="list-style-type: none"> • Auditory Discrimination • Kuma San • Knees Up, Mother Brown 	<ul style="list-style-type: none"> • Building Blocks • Musical ASAPs • Musical ASAPs

SPARK Alignment with Texas Physical Education Standards K (Version 2008)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(K.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:			
(A) Travel in different ways in a large group without bumping into others or falling.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Color Tag 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games
(B) Demonstrate clear contrasts between slow and fast movement when traveling.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Tempos and Creative Moves • Move and Groove • The Mexican Hat Dance 	<ul style="list-style-type: none"> • Building a Foundation • Parachute • Dance
(C) Demonstrate non-locomotor (axial) movements such as bend and stretch.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Beanbag Exploration • Beanbag Balances 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
(D) Maintain balance while bearing weight on a variety of body parts.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling

		<ul style="list-style-type: none"> • Body Management and Balance • Static Balances 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling
(E) Walk forward and sideways the length of a beam without falling.	Balance apparatus not addressed		
(F) Demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Beanbag Exploration • Beanbag Balances 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
(G) Roll sideways (right or left) without hesitating.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Weight Transfer and Rolls • Stunts Add-On • Stunts Circuit 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
(H) Toss a ball and catch it before it bounces twice.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Self-Toss and Catch • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(K.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:			
(A) Identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Static Balances 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling
(B) Demonstrate movement forms of various body parts such as head flexion, extension, and rotation.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Flexibility 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>(K.3) Physical activity and health. The student exhibits a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:</p>			
<p>(A) Describe and select physical activities that provide opportunities for enjoyment and challenge.</p>	<p>Building a Foundation Rubric</p>	<ul style="list-style-type: none"> • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
<p>(B) Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.</p>	<p>Games Rubric</p>	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Games • Building a Foundation
<p>(C) Participate in appropriate exercises for flexibility in shoulders, legs, and trunk.</p>	<p>Balance, Stunts, and Tumbling Rubric</p>	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
<p>(D) Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.</p>	<p>Building a Foundation Rubric</p>	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation

(E) Describe the benefits from involvement in daily physical activity such as feel better and sleep better.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) • Flexibility 	<ul style="list-style-type: none"> • Building a Foundation
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(K.4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:			
(A) Observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration.	Sample debrief question: <i>What happens to your heart when you exercise?</i>	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
(B) Locate the lungs and explain their purpose.	Sample debrief question: <i>Where are your lungs located?</i> <i>What do they do?</i>	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation
(C) State that rest and sleep are important in caring for the body.	Sample debrief question: <i>Why is it important to sleep and rest?</i>	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(K.5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:			
(A) Use equipment and space properly	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Striking with Paddles 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Dribbling, Volleying, and Striking
(B) Know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity.	Sample debrief question: <i>What are some things you can do to keep you safe when you exercise?</i>	<ul style="list-style-type: none"> • Orientation and Personal Space 	<ul style="list-style-type: none"> • Building a Foundation
(C) Explain how proper shoes and clothing promotes safe play and prevent injury.	Sample debrief question: <i>Why is it important to wear proper shoes when you play?</i>	<ul style="list-style-type: none"> • Orientation and Personal Space 	<ul style="list-style-type: none"> • Building a Foundation
(D) Explain appropriate water safety rules such as never swim alone, never run around pools,	Aquatics not addressed in K-2 curriculum		

look before you jump, enter feet first, and know the role of the lifeguard.	
(E) Explain appropriate reactions during emergencies in physical activities.	Emergency protocols not specifically covered in K-2 curriculum

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(K.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:			
(A) Respond appropriately to starting and stopping signals.	Building a Foundation Rubric Rubric	<ul style="list-style-type: none"> • The Freeze • Dead Bugs • Toys Alive! 	<ul style="list-style-type: none"> • ASAP • ASAP • ASAP
(B) Demonstrate the ability to play within boundaries during games and activities.	Games Rubric	<ul style="list-style-type: none"> • General Space and Creative Moves • Superhero Tag • The Dog Catcher 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>(K.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:</p>			
(A) Follow rules, procedures, and safe practices	<ul style="list-style-type: none"> • Parachute Rubric • Games Rubric 	<ul style="list-style-type: none"> • Changing Places • Frog Crossing • Grouping and Moving Together 	<ul style="list-style-type: none"> • Parachute • Games • Building a Foundation
(B) Work in a group setting in cooperation with others	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Pairing and Moving Together • Pairs Combining Movement Concepts • Grouping and Making Bridges 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
(C) Share space and equipment with others.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Line Boogie • Rolling and Catching with a Partner • Pairing and Moving Together 	<ul style="list-style-type: none"> • Manipulatives • Catching and Throwing • Building a Foundation

SPARK Alignment with Texas Physical Education Standards 1st Grade (Version 2008)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(1.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:			
(A) Demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Locomotor Skills, Levels, and Directions 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
(B) Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Locomotor Grab Bag 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP
(C) Demonstrate control in balancing and traveling activities	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation

		<ul style="list-style-type: none"> • Dynamic Balances 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling
(D) Demonstrate the ability to work with a partner such as leading and following.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Pairing and Moving Together • Pairs Combining Movement Concepts • Partner Stunts 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Balance, Stunts, and Tumbling
(E) Clap in time to a simple rhythmic beat.	Dance Rubric	<ul style="list-style-type: none"> • Tempos and Creative Moves • The Bouncer • The Shoemaker's Dance 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • Dance
(F) Create and imitate movement in response to selected rhythms.	Dance Rubric	<ul style="list-style-type: none"> • Monkey See, Monkey Do • Chinese Ribbon Dance • Create a Dance 	<ul style="list-style-type: none"> • ASAP • Manipulatives • Dance
(G) Jump a long rope	Jumping Rubric	<ul style="list-style-type: none"> • Long Rope Jumping I • Long Rope Jumping II 	<ul style="list-style-type: none"> • Jumping • Jumping
(H) Demonstrate on cue key elements in overhand throw, underhand throw, and catch.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Overhand Throw for Distance 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(1.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:			
(A) Recognize that motor skill development requires correct practice	Sample debrief question: <i>What do you need to do if you want to improve your skills?</i>	<ul style="list-style-type: none"> • Scarf Juggling Lead-up • Weight Transfer and Rolls • Stunts Circuit 	<ul style="list-style-type: none"> • Manipulatives • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
(B) Demonstrate a base of support and explain how it affects balance.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Body Management and Balance • Animal Balancing Act • Static Balances 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(1.3) Physical activity and health. The student exhibits a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			
(A) Describe and select physical activities that provide opportunities for enjoyment and challenge.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
(B) Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.	Games Rubric	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Games • Building a Foundation
(C) Participate in appropriate exercises for flexibility in shoulders, legs, and trunk.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
(D) Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(1.4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:			
(A) Distinguish between active and inactive lifestyles.	Sample debrief question: <i>Can you give an example of a lifestyle that is active? Inactive?</i>	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
(B) Describe the location and function of the heart.	Sample debrief question: <i>Where is your heart located? What does it do?</i>	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation
(C) Describe how muscles and bones work together to produce movement.	Sample debrief question: <i>How do your bones and muscles work together to make your body move?</i>	<ul style="list-style-type: none"> • Parachute Fitness • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Parachute • Manipulatives • Balance, Stunts, and Tumbling
(D) Describe food as a source of energy.	Sample debrief question: <i>What does your body</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag 	<ul style="list-style-type: none"> • Games • Games • ASAP

	<i>need for energy?</i>	<ul style="list-style-type: none"> Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	
(E) Explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.	<p>Sample debrief question: <i>What happens to your body if you don't get enough sleep, smoke, or eat junk food?</i></p>	<ul style="list-style-type: none"> Fitness Introduction 	<ul style="list-style-type: none"> Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(1.5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:			
(A) Use equipment and space properly.	Building a Foundation Rubric	<ul style="list-style-type: none"> Orientation and Personal Space General Space and Creative Moves Striking with Paddles 	<ul style="list-style-type: none"> Building a Foundation Building a Foundation Dribbling, Volleying, and Striking
(B) Describe the importance of protective equipment in preventing	Protective equipment not addressed in K-2 curriculum		

injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.			
(C) Describe how to protect himself/herself from harmful effects of the sun.	Sample debrief question: <i>How can you protect yourself from the sun when playing outdoors?</i>	<ul style="list-style-type: none"> Squirrels in the Trees (Park Ranger extension) 	<ul style="list-style-type: none"> Games
(D) List water safety rules and demonstrate simple extension rescue.	Aquatics not addressed in K-2 curriculum		
(E) Describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.	Emergency procedures not specifically address in K-2 curriculum		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(1.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:			
(A) Demonstrate starting and stopping signals.	Games Rubric	<ul style="list-style-type: none"> The Freeze Color Tag Crazy Cones 	<ul style="list-style-type: none"> ASAP Games Games

(B) Explain boundaries and rules for simple games.	Games Rubric	<ul style="list-style-type: none"> • Catch and Chase • Superhero Tag • The Dog Catcher 	<ul style="list-style-type: none"> • Games • ASAP • Games
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(1.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:			
(A) Follow directions and apply safe movement practices.	<ul style="list-style-type: none"> • Parachute Rubric • Balance, Stunts, and Tumbling Rubric 	<ul style="list-style-type: none"> • Changing Places • Stunts Introduction • Parachute Introduction 	<ul style="list-style-type: none"> • Parachute • Balance, Stunts, and Tumbling • Parachute
(B) Interact, cooperate, and respect others.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Pairing and Moving Together • Grouping and Moving Together • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP
(C) Resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fly in the Web • Rolling and Catching with a Partner • Pairing and Moving Together 	<ul style="list-style-type: none"> • Parachute • Catching and Throwing • Building a Foundation

SPARK Alignment with Texas Physical Education Standards 2nd Grade (Version 2008)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(2.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:			
(A) Travel independently in a large group while safely and quickly changing speed and direction.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Chasing and Fleeing 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
(B) Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others.	Games Rubric	<ul style="list-style-type: none"> • Chasing and Fleeing • Cookie Monster Tag • Catch and Chase 	<ul style="list-style-type: none"> • Building a Foundation • Games • Games
(C) Combine shapes, levels, and pathways into simple sequences.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Pairs Combing Movement Concepts • Grouping and Moving Together 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Dance

		<ul style="list-style-type: none"> • Create a Dance 	
(D) Demonstrate mature form in walking, hopping, and skipping	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Locomotor Grab Bag 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP
(E) Demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Static Balances 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling
(F) Demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Beanbag Exploration • Beanbag Balances 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
(G) Demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Jumping and Landing • Stunts Add-On • Stunts Circuit 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
(H) Demonstrate smooth transition from one body part to the next in	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Weight Transfer and Rolls 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling

rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position.		<ul style="list-style-type: none"> • Stunts Add-On • Stunts Circuit 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(2.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:			
(A) Recognize that attention to the feeling of movement is important in motor skill development.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Weight Transfers and Rolls • Body Management and Balance • Striking with Paddles 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Dribbling, Volleying, and Striking
(B) Identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Jumping and Landing 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(2.3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			
(A) Describe and select physical activities that provide opportunities for enjoyment and challenge.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
(B) Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.	Games Rubric	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Games • Building a Foundation
(C) Participate in appropriate exercises for flexibility in shoulders, legs, and trunk.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
(D) Lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>(2.4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:</p>			
<p>(A) Identify how regular physical activity strengthens the heart, lungs, and muscular system.</p>	<p>Sample debrief question: <i>What does your body need on a regular basis to build a strong heart, lungs, and muscles?</i></p>	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
<p>(B) Describe how the blood carries oxygen and nutrients through the body.</p>	<p>Sample debrief question: <i>What carries the oxygen and other nutrients you need through your body?</i></p>	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation
<p>(C) Identify foods that enhance a healthy heart.</p>	<p>Sample debrief question: <i>Name some foods that are good for your heart.</i></p>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	<ul style="list-style-type: none"> • Games • Games • ASAP

<p>(D) Explain the need for foods as a source of nutrients that provide energy for physical activity.</p>	<p>Sample debrief question: <i>What does your body need for energy?</i></p>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	<ul style="list-style-type: none"> • Games • Games • ASAP
<p>(E) Describe the negative effects of smoking on the lungs and the ability to exercise.</p>	<p>Sample debrief question: <i>What does smoking do to your lungs, and how does it effect your ability to exercise?</i></p>	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation
<p>(F) Describe the need for rest and sleep in caring for the body.</p>	<p>Sample debrief question: <i>Why does your body need rest and sleep?</i></p>	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(2.5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:			
(A) Use equipment and space properly.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Striking with Paddles 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Dribbling, Volleying, and Striking
(B) Select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing	Protective equipment not addressed in K-2 curriculum		
(C) List the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves	Sample debrief question: <i>How can you protect yourself from the sun when playing outdoors?</i>	<ul style="list-style-type: none"> • Squirrels in the Trees (Park Ranger extension) 	<ul style="list-style-type: none"> • Games
(D) List water safety rules and describe their importance	Aquatics not addressed in K-2 curriculum		
(E) Identify safe cycling and road practices	Cycling not addressed in K-2 curriculum		
(F) Describe appropriate reactions	Emergency protocols not specifically addressed in K-2 curriculum		

to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.	
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(2.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:			
(A) Identify goals to be accomplished during simple games such as not getting tagged.	Games Rubric	<ul style="list-style-type: none"> • Squirrels in the Trees • Color Tag • Catch a Tail 	<ul style="list-style-type: none"> • ASAP • Games • Games
(B) Identify strategies in simple games and activities such as dodging to avoid being tagged.	Games Rubric	<ul style="list-style-type: none"> • Catch and Chase • Superhero Tag • The Dog Catcher 	<ul style="list-style-type: none"> • Games • ASAP • Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>(2.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:</p>			
(A) Display good sportsmanship.	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops • Changing Places • Line Boogie 	<ul style="list-style-type: none"> • Games • Parachute • Manipulatives
(B) Treat others with respect during play.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Pairing and Moving Together • Grouping and Moving Together • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(3.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:			
(A) Travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations.	Chasing and Fleeing Self-Check	<ul style="list-style-type: none"> • Mingle, Mingle • Basic Tag • Builders and Bulldozers 	<ul style="list-style-type: none"> • ASAP • Chasing and Fleeing • Great Games
(B) Demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Those Tricky Transitions • Add-On • Jump Rope Add-On 	<ul style="list-style-type: none"> • Stunts and Tumbling • Movement Bands • Jump Rope
(C) Demonstrate mature form in jogging, running, and leaping.	Walk/Jog/Run Think About	<ul style="list-style-type: none"> • Inside/Outside Walk/Jog • Moving Around the Track • 4 Corners 	<ul style="list-style-type: none"> • Walk/Jog/Run • Map Challenges • ASAP
(D) Demonstrate moving in and out of a balanced position with	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave 	<ul style="list-style-type: none"> • Stunts and Tumbling

control.		<ul style="list-style-type: none"> • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling
(E) Demonstrate proper body alignment in lifting, carrying, pushing, and pulling.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Muscular Strength and Endurance Circuit • Medicine Ball Madness • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Fitness Challenges
(F) Demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Stunt Stories and Tumbling Tales • Partner Switcheroo Stunt Hunt 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
(G) Transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam.		<ul style="list-style-type: none"> • Bench Step Basics 	<ul style="list-style-type: none"> • Group Fitness
(H) Clap echoes in a variety of one measure rhythmical patterns.	Dance Self-Check	<ul style="list-style-type: none"> • California Strut • Achy Breaky Heart • 5, 6, 7, 8 	<ul style="list-style-type: none"> • Dance • Dance • Dance
(I) Demonstrate various step	Dance Self-Check	<ul style="list-style-type: none"> • Mambo #5 	<ul style="list-style-type: none"> • Dance

patterns and combinations of movement in repeatable sequences.		<ul style="list-style-type: none"> • Alunelul • Cotton Eyed Joe 	<ul style="list-style-type: none"> • Dance • Dance
(J) Demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.	Softball Skills Performance Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Batting Practice 	<ul style="list-style-type: none"> • Softball • Soccer • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(3.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:			
(A) Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force.	Softball Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Ground Ball Mania • Introduction to Forearm Pass 	<ul style="list-style-type: none"> • Stunts and Tumbling • Softball • Volleyball
(B) Know that practice, attention and effort are required to improve skills.	Hockey Self-Check	<ul style="list-style-type: none"> • Batting Practice • Ball-Control Drills • Dribbling Drills 	<ul style="list-style-type: none"> • Softball • Soccer • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(3.3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			
(A) Describe and select physical activities that provide for enjoyment and challenge.	Jump Rope Tricks Self-Check	<ul style="list-style-type: none"> • Survivor Challenge • Add-On • Jump the Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Movement Bands • Jump Rope
(B) Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Solo Aerobic Fitness • Figure 8 Walk/Jog • Moving Around the Track 	<ul style="list-style-type: none"> • Fitness Challenges • Walk/Jog/Run • Map Challenges
(C) Participate in appropriate exercises for developing flexibility.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Stretch Your Body • Flexibility Circuit • Fun and Flexibility with a Friend 	<ul style="list-style-type: none"> • ASAP • Fitness Circuits • Fitness Challenges
(D) Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Muscular Strength and Endurance Circuit • Partner Muscular Strength and Endurance • Flip Flop 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • ASAP
(E) Identify opportunities for	Walk/Jog/Run Think	<ul style="list-style-type: none"> • Softball 	<ul style="list-style-type: none"> • Softball

participation in physical activity in the community such as little league and parks and recreation.	About	<ul style="list-style-type: none"> • Soccer • Walk/Jog/Run 	<ul style="list-style-type: none"> • Soccer • Walk/Jog/Run
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(3.4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:			
(A) Describe the long term effects of physical activity on the heart.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Solo Aerobic Fitness • Paper Plate Aerobics 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Group Fitness
(B) Distinguish between aerobic and anaerobic activities.	Group Fitness Think About	<ul style="list-style-type: none"> • Mixed Fitness Grid • Fitness Grab Bag • Fitness in the Middle 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Group Fitness
(C) Identify foods that increase or reduce bodily functions.	Body Composition Wellness Integration	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Walk/Jog/Run

		BINGO <ul style="list-style-type: none"> • Walk/Run Switcheroo Wellness Integration 	
(D) Identify principles of good posture and its impact on physical activity.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Daily Dozen • Mixed Fitness Circuits • Partner Mixed Fitness 	<ul style="list-style-type: none"> • Stunts and Tumbling • Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(3.5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:			
(A) Use equipment safely and properly.	Movement Bands Performance Rubric	<ul style="list-style-type: none"> • Introduction to Movement Bands • Stability Ball Fun • Medicine Ball Madness 	<ul style="list-style-type: none"> • Movement Bands • Group Fitness • Group Fitness
(B) Select and use proper attire that promotes participation and prevents injury.	Movement Bands Performance Rubric	<ul style="list-style-type: none"> • Introduction to Movement Bands • Stability Ball Fun • Medicine Ball 	<ul style="list-style-type: none"> • Movement Bands • Group Fitness • Group Fitness

		Madness	
(C) Identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians.	Walk/Jog/Run Think About	<ul style="list-style-type: none"> • Moving Around the Track • Inside/Outside Walk/Jog • Partner Walk/Jog and Talk 	<ul style="list-style-type: none"> • Map Challenges • Walk/Jog/Run • Walk/Jog/Run
(D) Identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.	Walk/Jog/Run Think About	<ul style="list-style-type: none"> • Moving Around the Track • Inside/Outside Walk/Jog • Partner Walk/Jog and Talk 	<ul style="list-style-type: none"> • Map Challenges • Walk/Jog/Run • Walk/Jog/Run

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(3.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:			
(A) Identify components of games that can be modified to make the games and participants more successful.	Create a Game Performance Rubric (Aerobic Games)	<ul style="list-style-type: none"> • Survivor Challenge • Cooperative Countdown • Aerobic Bowling 	<ul style="list-style-type: none"> • Fitness Challenges • Volleyball • Aerobic Games

(B) Explain the importance of basic rules in games and activities.	Hockey Self-Check	<ul style="list-style-type: none"> • Mini-Hockey • Quick-Play Mini-Football • Mini-Basketball 	<ul style="list-style-type: none"> • Hockey • Football • Basketball
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(3.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:			
(A) Follow rules, procedures, and etiquette.	Hockey Self-Check	<ul style="list-style-type: none"> • Mini-Hockey • Quick-Play Mini-Football • Mini-Basketball 	<ul style="list-style-type: none"> • Hockey • Football • Basketball
(B) Persevere when not successful on the first try in learning movement skills.	Cooperative All-Star Self Check	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Beat the Clock 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
(C) Accept and respect differences and similarities in physical abilities of self and others.	Cooperative All-Star Self Check	<ul style="list-style-type: none"> • Cooperative Countdown • VIP Tag • Designated Driver 	<ul style="list-style-type: none"> • Volleyball • Chasing and Fleeing • Cooperatives

SPARK Alignment with Physical Education Standards Grade 4 (Version 2007)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(4.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:			
(A) Demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations.	Chasing and Fleeing Self-Check	<ul style="list-style-type: none"> • 4-Corner Scramble • Addition Tag • Look, Learn and Leave 	<ul style="list-style-type: none"> • Recess Activities • Chasing and Fleeing • Stunts and Tumbling
(B) Catch an object while traveling such as catch a football pass on the run.	Football Self-Check	<ul style="list-style-type: none"> • 3-Catch Game • Air Assault • Hoop to Hoop 	<ul style="list-style-type: none"> • Aerobic Games • Football • Flying Disc
(C) Combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences.	Create a Dance Performance Rubric	<ul style="list-style-type: none"> • Create a Routine • 5, 6, 7, 8 • Stunt Stories and Tumbling Tales 	<ul style="list-style-type: none"> • Group Fitness • Dance • Stunts and Tumbling
(D) Jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending.	Jump Rope Skills Performance Rubric	<ul style="list-style-type: none"> • Track and Field • Jumping Color Tag • Lucky Guess 	<ul style="list-style-type: none"> • Aerobic Games • Jump Rope • Movement Bands

(E) Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Those Tricky Transitions • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
(F) Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force.	Jump Rope Performance Rubric	<ul style="list-style-type: none"> • Track and Field • Jumping Color Tag • Lucky Guess 	<ul style="list-style-type: none"> • Aerobic Games • Jump Rope • Movement Bands
(G) Transfer weight along and over equipment with good body control.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Those Tricky Transitions • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
(H) Create a movement sequence with a beginning, middle, and end.	Create a Dance Performance Rubric	<ul style="list-style-type: none"> • Create a Routine • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Movement Bands • Dance • Stunts and Tumbling
(I) Perform basic folk dance steps such as grapevine, schottische, and step-together-step.	Dance Self-Check	<ul style="list-style-type: none"> • Jekyll Island Stomp • Alunelul • Louisiana Saturday Night 	<ul style="list-style-type: none"> • Dance • Dance • Dance
(J) Travel into and out of a rope turned by others without hesitating.	Jump Rope Skills Performance Rubric	<ul style="list-style-type: none"> • Jump Rope Add-On 	<ul style="list-style-type: none"> • Jump Rope
(K) Demonstrate key elements in	Volleyball Self-Check	<ul style="list-style-type: none"> • Introduction to 	<ul style="list-style-type: none"> • Volleyball

manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.		<ul style="list-style-type: none"> Forearm Pass Dribbling Drills Soccer Hoopla 	<ul style="list-style-type: none"> Basketball Soccer
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(4.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:			
(A) Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving.	Softball Self-Check/Think Abouts	<ul style="list-style-type: none"> Introduction to Underhand Serve Serving Shower Pitch and Catch 	<ul style="list-style-type: none"> Volleyball Volleyball Softball
(B) Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> Whomp It Up Those Tricky Transitions Sports Moves Aerobics 	<ul style="list-style-type: none"> Dance Stunts and Tumbling Group Fitness
(C) Make appropriate changes in performance based on feedback.	Flying Disc Self-Check	<ul style="list-style-type: none"> Backhand Throw and Catch Partner Throw and Catch Shooting Drills 	<ul style="list-style-type: none"> Flying Disc Softball Basketball
(D) Describe key elements of	Hockey Self-Check	<ul style="list-style-type: none"> Catching Drills 	<ul style="list-style-type: none"> Flying Disc

mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.		<ul style="list-style-type: none"> • Batting Practice • Shooting Drills 	<ul style="list-style-type: none"> • Softball • Hockey
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(4.3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			
(A) Describe and select physical activities that provide for enjoyment and challenge..	Group Fitness Think About	<ul style="list-style-type: none"> • Jump Wheel • Bench Step Basics • Add-On 	<ul style="list-style-type: none"> • Jump Rope • Group Fitness • Movement Bands
(B) Name the components of health-related fitness such as strength, endurance, and flexibility.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Fitness Grids • Fitness Grab Bag 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges
(C) Identify and demonstrate a variety of exercises that promote flexibility.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Stretch Your Body • Flexibility Circuit • Fun and Flexibility with a Friend 	<ul style="list-style-type: none"> • ASAP • Fitness Circuits • Fitness Challenges
(D) Improve flexibility in shoulders, trunk, and legs.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Stretch Your Body • Flexibility Circuit • Fun and Flexibility with a Friend 	<ul style="list-style-type: none"> • ASAP • Fitness Circuits • Fitness Challenges

(E) Participate in activities that develop and maintain muscular strength and endurance.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Muscular Strength and Endurance Circuit • Partner Muscular Strength and Endurance • Resistance Band Workout 	<ul style="list-style-type: none"> • Fitness Circuit • Fitness Challenges • Group Fitness
(F) Identify opportunities for participation in physical activity in the community such as little league and parks and recreation.	Walk/Jog/Run Think About	<ul style="list-style-type: none"> • Softball • Soccer • Walk/Jog/Run 	<ul style="list-style-type: none"> • Softball • Soccer • Walk/Jog/Run

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(4.4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:			
(A) Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors.	Group Fitness Think About	<ul style="list-style-type: none"> • Aerobic Dance • Moving for Time • Solo Aerobic Fitness 	<ul style="list-style-type: none"> • Group Fitness • Map Challenges • Fitness Challenges
(B) Participate in moderate to vigorous physical activities on a daily basis.	Walk/Jog/Run Think About	<ul style="list-style-type: none"> • 4-Corner Scramble • Wall Ball • Inside/Outside 	<ul style="list-style-type: none"> • Recess Activities • Recess Activities • Walk/Jog/Run

		Walk/Jog	
(C) Identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility.	Personal Best Day	<ul style="list-style-type: none"> • Pick a Card Circuit • Partner Mixed Fitness • Personal Best Day 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Personal Best Day
(D) Identify major muscle groups and the movements they cause.	Group Fitness Think About	<ul style="list-style-type: none"> • Resistance Band Workout • Stability Ball Fun • Medicine Ball Madness 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
(E) Describe the relationship between food intake and physical activity such as calories consumed and calories expended.	Body Composition Wellness Integration	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Walk/Run Switcheroo Wellness Integration 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Walk/Jog/Run
(F) Explain the link between physical activity/inactivity and health such as reduce stress and burn calories.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Partner Aerobic Fitness • Aerobic Dance 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Group Fitness
(G) Explain the relationship between physical activity and stress relief and demonstrate stress relief	Walk/Jog/Run Think About	<ul style="list-style-type: none"> • Stretch Your Body • Figure 8 Walk/Jog • Fitness Tag Team 	<ul style="list-style-type: none"> • ASAP • Walk/Jog/Run • Fitness Challenges

activities such as brisk walking, gentle stretching, and muscle tension and release.		Traveling Challenges	
(H) Describe the need for rest and sleep in recovering from exercise.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Home Play: Flexibility Circuit • Home Play: Fun and Flexibility with a Friend 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges
(I) Identify sources of information on skill improvement, fitness, and health such as books and technology.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Language Arts Integration: Partner Aerobic Fitness • Language Arts Integration: Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(4.5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:			
(A) Use equipment safely and properly.	Movement Bands Performance Rubric	<ul style="list-style-type: none"> • Introduction to Movement Bands • Stability Ball Fun 	<ul style="list-style-type: none"> • Movement Bands • Group Fitness • Group Fitness

		<ul style="list-style-type: none"> • Medicine Ball Madness 	
(B) Select and use proper attire that promotes participation and prevents injury.	Movement Bands Performance Rubric	<ul style="list-style-type: none"> • Introduction to Movement Bands • Stability Ball Fun • Medicine Ball Madness 	<ul style="list-style-type: none"> • Movement Bands • Group Fitness • Group Fitness
(C) Describe and apply safety precautions when cycling and skating.			
(D) Identify potential risks associated with physical activities..	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Those Tricky Transitions • Batting Practice 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(4.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:			
(A) Distinguish between compliance and noncompliance with rules and regulations.	Football Self-Check	<ul style="list-style-type: none"> • Mini-Hockey • Quick-Play Mini-Football • Mini-Basketball 	<ul style="list-style-type: none"> • Hockey • Football • Basketball

(B) Analyze potential risks associated with unsafe movement and improper use of equipment.	Group Fitness Think About	<ul style="list-style-type: none"> • Introduction to Movement Bands • Stability Ball Fun • Medicine Ball Madness 	<ul style="list-style-type: none"> • Movement Bands • Group Fitness • Group Fitness
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(4.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:			
(A) Follow rules, procedures, and etiquette.	Hockey Self-Check	<ul style="list-style-type: none"> • Mini-Hockey • Quick-Play Mini-Football • Mini-Basketball 	<ul style="list-style-type: none"> • Hockey • Football • Basketball
(B) Respond to winning and losing with dignity and understanding.	Football Self-Check	<ul style="list-style-type: none"> • Mini-Hockey • Quick-Play Mini-Football • Mini-Basketball 	<ul style="list-style-type: none"> • Hockey • Football • Basketball
(C) Work independently and stay on task.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Solo Aerobic Fitness • Jump the Circuit (Individual Tricks) • Moving Around the Track 	<ul style="list-style-type: none"> • Fitness Challenges • Jump Rope • Map Challenges

<p>(D) Demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.</p>	<p>Cooperative All-Star Self Check</p>	<ul style="list-style-type: none">• Group Juggling• Stepping Stones• Beat the Clock	<ul style="list-style-type: none">• Cooperatives• Cooperatives• Cooperatives
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SPARK Alignment with Physical Education Standards Grade 5 (Version 2007)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(5.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:			
(A) Demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent.	Basketball Performance Rubric	<ul style="list-style-type: none"> • Mini-Basketball • Under Pressure • Keep Away (3 on 1) 	<ul style="list-style-type: none"> • Basketball • Football • Flying Disc
(B) Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step jump.	Chasing and Fleeing Self-Check	<ul style="list-style-type: none"> • Hospital Tag • Offense/Defense • Track and Field 	<ul style="list-style-type: none"> • Chasing and Fleeing • ASAP • Aerobic Games
(C) Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills.	Basketball Skills Performance Rubric	<ul style="list-style-type: none"> • Shooting Drills • Corner to Corner Pass and Go • Flying Disc Golf 	<ul style="list-style-type: none"> • Basketball • Hockey • Flying Disc
(D) Demonstrate controlled balance on a variety of objects such as	Group Fitness Think About	<ul style="list-style-type: none"> • Bench Step Basics • Stability Ball Fun 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness

balance board, stilts, scooters, and skates.			
(E) Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Daily Dozen • Look, Learn and Leave • Those Tricky Transitions 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
(F) Combine traveling and rolling with smooth transitions.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Daily Dozen • Look, Learn and Leave • Those Tricky Transitions 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
(G) Combine weight transfer and balance on mats and equipment.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Stunt Stories and Tumbling Tales • Partner Switcheroo Stunt Hunt • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
(H) Demonstrate the ability to contrast a partner's movement.	Movement Bands Performance Rubric	<ul style="list-style-type: none"> • Add-On • Mirror, Mirror • Meet Me in the Middle 	<ul style="list-style-type: none"> • Movement Bands • Jump Rope • ASAP
(I) Perform selected folk dances.	Dance Performance Rubric	<ul style="list-style-type: none"> • Alunelul • Cotton-Eyed Joe • Pata Pata 	<ul style="list-style-type: none"> • Dance • Dance • Dance
(J) Jump a rope using various	Jump Rope Self-Check	<ul style="list-style-type: none"> • Jump the Circuit 	<ul style="list-style-type: none"> • Jump Rope

rhythms and foot patterns repeatedly.		<ul style="list-style-type: none"> • Jump Wheel • Jump Rope Add-On 	<ul style="list-style-type: none"> • Jump Rope • Jump Rope
(K) Demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball.	Basketball Skills Performance Rubric	<ul style="list-style-type: none"> • Grid Passing • Hearty Hoopla • Batting Practice 	<ul style="list-style-type: none"> • Basketball • Soccer • Softball
(L) Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.	Basketball Skills Performance Rubric	<ul style="list-style-type: none"> • Quidditch • 5-Player Hit and Run Softball • 3-Catch Basketball 	<ul style="list-style-type: none"> • Aerobic Games • Softball • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(5.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:			
(A) Identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis	Softball Learning Log	<ul style="list-style-type: none"> • Partner Throw and Catch • 5-Person Kick and Dribble 	<ul style="list-style-type: none"> • Softball • Soccer • Softball

serve, handstand, and free throw.		<ul style="list-style-type: none"> • Whack-O 	
(B) Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency.	Jump Rope Self-Check	<ul style="list-style-type: none"> • Partner Activity Basketball Challenges • Jump the Circuit (Partner Tricks) • Partner Throw and Catch 	<ul style="list-style-type: none"> • Basketball • Jump Rope Activities • Softball
(C) Choose appropriate drills/activities to enhance the learning of a specific skill.	Basketball Skills Performance Rubric	<ul style="list-style-type: none"> • Batting Practice • Dribbling Drills • Passing Drills 	<ul style="list-style-type: none"> • Softball • Basketball • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(5.3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			
(A) Participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness.	Walk/Jog/Run Think About	<ul style="list-style-type: none"> • 4-Corner Scramble • Wall Ball • Inside/Outside Walk/Jog 	<ul style="list-style-type: none"> • Recess Activities • Recess Activities • Walk/Jog/Run
(B) Identify appropriate personal fitness goals in each of the	Fitness Circuits Think About	<ul style="list-style-type: none"> • Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges

components of health-related fitness.		<ul style="list-style-type: none"> • Circuit • Body Composition BINGO • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits
(C) Explain the value of participation in community physical activities such as little league and parks and recreation.	Walk/Jog/Run Think About	<ul style="list-style-type: none"> • Softball • Soccer • Walk/Jog/Run 	<ul style="list-style-type: none"> • Softball • Soccer • Walk/Jog/Run

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(5.4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:			
(A) Relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Solo Aerobic Fitness • Aerobic Dance 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Group Fitness
(B) Self-monitor the heart rate during exercise.	Fitness Think About	<ul style="list-style-type: none"> • Bench Step Basics • Solo Aerobic 	<ul style="list-style-type: none"> • Group Fitness • Fitness Challenges

		Fitness Challenge <ul style="list-style-type: none"> • Pedometer Activity 	<ul style="list-style-type: none"> • Map Challenges
(C) Match different types of physical activity with health-related fitness components.	Fitness Think About	<ul style="list-style-type: none"> • Mixed Fitness Circuit • Fitness Grid • Partner Mixed Fitness Challenges 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges
(D) Define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness.	Personal Best Log	<ul style="list-style-type: none"> • Partner Aerobic Fitness Challenge • Sport Moves Aerobics • Tag Team Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Walk, Jog, Run Activities
(E) Describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Muscular Strength and Endurance Circuit • Partner Muscular Strength and Endurance • Resistance Bands 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Group Fitness
(F) Identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Walk/Jog/Run

		<ul style="list-style-type: none"> • Walk/Run Switcheroo • Wellness Integration 	
(G) Describe common skeletal problems and their effect on the body such as spinal curvatures.	Fitness Circuits Think About	<ul style="list-style-type: none"> • Muscular Strength and Endurance Circuit • Partner Muscular Strength and Endurance • Resistance Bands 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Group Fitness
(H) Describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity.	Group Fitness Think About	<ul style="list-style-type: none"> • Aerobic Dance • Hearty Hoopla • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Group Fitness • Aerobic Games • Fitness Circuits
(I) Describe how movement and coordination are effected by alcohol and other drugs.	Group Fitness Think About	<ul style="list-style-type: none"> • Aerobic Dance • Hearty Hoopla • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Group Fitness • Aerobic Games • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(5.5) Physical activity and health. The student understands safety practices associated with physical activity and			

space. The student is expected to:			
(A) Use equipment safely and properly.	Movement Bands Performance Rubric	<ul style="list-style-type: none"> • Introduction to Movement Bands • Stability Ball Fun • Medicine Ball Madness 	<ul style="list-style-type: none"> • Movement Bands • Group Fitness • Group Fitness
(B) Select and use proper attire that promotes participation and prevents injury.	Movement Bands Performance Rubric	<ul style="list-style-type: none"> • Introduction to Movement Bands • Stability Ball Fun • Medicine Ball Madness 	<ul style="list-style-type: none"> • Movement Bands • Group Fitness • Group Fitness
(C) Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Those Tricky Transitions • Batting Practice 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Softball
(D) Identify potentially dangerous exercises and their adverse effects on the body.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Those Tricky Transitions • Batting Practice 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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(5.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:			
(A) Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense.	Create a Game Performance Rubric (Aerobic Games)	<ul style="list-style-type: none"> • Keep Away (2 on 1) • Defense! • Mini-Soccer 	<ul style="list-style-type: none"> • Aerobic Games • Hockey • Soccer
(B) Explain the concept and importance of team work.	Are You Part of the Cast? Cooperative All-Star Teammate Self Check	<ul style="list-style-type: none"> • Mini-Hockey • Survivor Challenge • Stick with Me! 	<ul style="list-style-type: none"> • Hockey • Fitness Challenges • Cooperatives and Initiatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(5.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:			
(A) Follow rules, procedures, and etiquette.	Hockey Self-Check	<ul style="list-style-type: none"> • Mini-Hockey • Quick-Play Mini-Football • Mini-Basketball 	<ul style="list-style-type: none"> • Hockey • Football • Basketball
(B) Use sportsmanship skills for settling disagreements in socially	Are You Part of the Cast Cooperative Self-	<ul style="list-style-type: none"> • Mini-Hockey • Quick-Play Mini- 	<ul style="list-style-type: none"> • Hockey • Football

acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all.	Check	Football • Mini-Basketball	• Basketball
(C) Describe how physical activity with a partner or partners can increase motivation and enhance safety.	Are You Part of the Cast Cooperative Self-Check	• Fun and Flexibility with a Friend • Partner Walk/Jog and Talk • Bumping Buddies	• Fitness Challenges • Walk/Jog/Run • Volleyball

**SPARK Alignment with Texas Physical Education Standards
Grades 6-8 (MS Version 2011)
Grade 6**

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.			
Perform locomotor skills in dynamic fitness, sport, and rhythmic activities.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Create an Aerobic Capacity Routine • Durango Boot • Create a 4-Wall Line Dance 	<ul style="list-style-type: none"> • Fitness • Flying Disc • Dance
Use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Volley Tennis • 3-on-3 Basketball • Pass and Follow • Receiver Patterns 	<ul style="list-style-type: none"> • Volleyball • Basketball • Soccer • Football
Perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.	Stunts and Tumbling: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Creating Combinations • Stunts and Tumbling Buffet • Event: Stunts and Tumbling World Championships 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Move in time to complex	Dance:	<ul style="list-style-type: none"> • The Korobushka 	<ul style="list-style-type: none"> • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
rhythmical patterns such as $\frac{3}{4}$ time or $\frac{6}{8}$ time.	<ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	Jigsaw <ul style="list-style-type: none"> • The Norwegian Polka Jigsaw • Merengue Mixer 	<ul style="list-style-type: none"> • Dance • Dance
Design and refine a jump rope routine to music.	Jump Rope Performance Rubric	<ul style="list-style-type: none"> • Create a Routine 	<ul style="list-style-type: none"> • Jump Rope
Throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Throw for Accuracy and Distance • Fly Out, Throw Out • Partner Passing 	<ul style="list-style-type: none"> • Flying Disc • Softball • Basketball
Strike a ball to a wall or a partner with a paddle/racquet using forehand and backhand strokes continuously.	Racquets and Paddles: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Introduction to the Forehand Stroke • Introduction to the Backhand Stroke • Extreme Rally 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height.	Hockey, Golf: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Passing Drills • Putting to Targets • Chip and Putt Course 	<ul style="list-style-type: none"> • Hockey • Golf • Golf
Hand and foot dribble while preventing an opponent from stealing the ball.	Specific Unit: <ul style="list-style-type: none"> • Teacher Rubric 	<ul style="list-style-type: none"> • Defensive Challenges • Dribble Keep Away • Keep Away (3-on- 	<ul style="list-style-type: none"> • Basketball • Soccer • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		1)	
Keep an object in the air without catching it in a small group such as volleyball and football.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Sepak Takraw • Volleyball Skills Circuit 	<ul style="list-style-type: none"> • World Games • Volleyball
Throw and catch a ball consistently while guarded by an opponent.	Specific Unit: <ul style="list-style-type: none"> • Teacher Rubric 	<ul style="list-style-type: none"> • Keep Away (2-on-1) • Defense • Modified Team HAndball 	<ul style="list-style-type: none"> • Basketball • Football • World Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement. The student applies movement concepts and principles to the learning and development of motor skills.			
<p>Know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Disc Throwing Stations • Stunts and Tumbling Buffet • Individual Juggling • Putting to Targets • Volleyball Stations • Extreme Rally • Passing and Receiving • Bullseye and Long Shot • Shooting Drills 	<ul style="list-style-type: none"> • Flying Disc • Stunts and Tumbling • World Games • Golf • Volleyball • Racquets and Paddles • Football • Soccer • Hockey
<p>Make appropriate changes in performance based on feedback to improve skills.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check <p>Sample debrief question: <i>What tip can you give your partner if they are having trouble throwing their ball with sufficient force to reach their target?</i></p>	<ul style="list-style-type: none"> • Shooting Drills • Shooting Drills • Shot Put • Distance and Accuracy 	<ul style="list-style-type: none"> • Basketball • Hockey • Track • Flying Disc
<p>Practice in ways that are appropriate for learning skills such</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self Check 	<ul style="list-style-type: none"> • 7v7 Modified Softball 	<ul style="list-style-type: none"> • Softball • World Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.	<ul style="list-style-type: none"> • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Modified Team Handball • Modified Cricket 	World Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.			
Identify opportunities in the school and community for regular participation in physical activity.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Participate in moderate to vigorous health-related physical activities on a regular basis.	<ul style="list-style-type: none"> • Personally Fit Activity Challenge: In the Mood to Move • Heart Rate Monitor Log • Pedometer Log 	Personally Fit SPARKfit (SPARKfamily.org)	
Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and no space/or criterion referenced tests.	Personally Fit SPARKfit (SPARKfamily.org)		
Identify and know how to use technological tools used for measuring and monitoring fitness parameters such as computer programs, heart rate monitors, skin-fold calipers, and impedance testing equipment.	<ul style="list-style-type: none"> • Heart Rate Monitor Log • Pedometer Log 	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Body Composition Circuit • <i>Create A Routine (Fitness Aerobic Capacity)</i> 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<i>Extension: Heart Rate Monitors</i>	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.			
Describe selected long-term benefits of regular physical activity.	Sample debrief question: <i>What are some benefits from participating in fitness activities? In team activities? In learning specific sport skills?</i>	<ul style="list-style-type: none"> • Fun and Fitness Circuit • SPARK Events • Throw and Sprint Circuit 	<ul style="list-style-type: none"> • ASAP • Various Units • Track
Classify activities as being aerobic or anaerobic.	<i>Create a Routine (Fitness/Aerobic Capacity) Wellness Integration</i>	<ul style="list-style-type: none"> • Combining Aerobic Capacity and Flexibility • Aerobic Capacity Circuit • Create a Routine (Aerobic Capacity) 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
Describe the effects of aerobic exercise on the heart and overall health	<i>Gotta Have Heart Extension: Recovery Heart Rate</i>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
Analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors, perceived	Heart Rate Monitor Log	<i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
exertion scales, and/or computer-generated data.			
Identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness.	Fitness Unit Written Test Sample debrief question: <i>What are some activities that are effective in improving each of the health-related physical fitness components?</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness
Identify specific foods that contain protein, vitamins, and minerals that are key elements to optimal body function.	Sample debrief question: <i>Why are proteins important for endurance activities?</i> <i>Can you identify foods that contain protein?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness
Recognize the effects of substance abuse on personal health and performance in physical activity	Substance abuse not specifically addressed in SPARK curriculum		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Analyze ways outside influences affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure.			
Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.	<p>Sample debrief question: <i>What types of body images are often presented as “ideal” by the media? Are they appropriate to imitate?</i></p>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student understands and applies safety practices associated with physical activities.			
Use equipment safely and properly.	Stunts and Tumbling Teacher Rubric	<ul style="list-style-type: none"> • Advanced Progressions • Partner Stunts 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling
Select and use proper attire that promotes participation and prevents injury.	Personally Fit SPARKfit (SPARKfamily.org)		
Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment.	Sample debrief question: <i>What are some precautions you can take when exercising in extreme heat?</i>	<ul style="list-style-type: none"> • Range of Motion • Individual Warm-Up Routines • Partner Warm-Up Routines 	<ul style="list-style-type: none"> • Fitness • Jump Rope • Jump Rope
Identify potentially dangerous exercises and their adverse effects on the body.	Sample debrief question: <i>What types of stretches are unsafe? Why?</i>	<ul style="list-style-type: none"> • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
Explain water safety and basic rescue procedures.	<i>Aquatics addressed in SPARK HS curriculum</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.			
Know basic rules for sports played such as setting up to start, restarting, violating rules	Unit Written Tests	<ul style="list-style-type: none"> • Singles/Doubles Game Play • Royal Court • Quick-Play Mini-Football 	<ul style="list-style-type: none"> • Handball • Racquets and Paddles • Football
Keep accurate score during a contest.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Singles/Doubles Game Play • A Round of Golf • Singles/Doubles Game Play 	<ul style="list-style-type: none"> • Handball • Golf • Racquets and Paddles

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.			
Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.	Coulda, Shoulda, Woulda (all units)	<ul style="list-style-type: none"> • Responsibility and Routines • Respect and Roll Taking • Acceptance and Super Grouping 	<ul style="list-style-type: none"> • First 5 Lessons • First 5 Lessons • First 5 Lessons
Handle conflicts that arise with others without confrontation.	Teacher Rubric, Self Check (Cooperatives) Coulda, Woulda, Shoulda (Various Units)	<ul style="list-style-type: none"> • Problem-Solver Adventure Race • Adventure Racing 101 • Hoopla Adventure Race 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
Identify and follow rules while playing sports and games.	Teacher Rubric, Self Check (Cooperatives) Coulda, Woulda, Shoulda (Various Units)	<ul style="list-style-type: none"> • Singles, Doubles Game Play • Singles, Doubles Game Play • Disc Golf 	<ul style="list-style-type: none"> • Handball • Racquets and Paddles • Flying Disc
Accept decisions made by game officials such as student, teachers, and officials outside the school	Teacher Rubric, Self Check (Cooperatives) Coulda, Woulda, Shoulda (Various Units)	<ul style="list-style-type: none"> • 3-on-3 Basketball • Mini-Hockey • 7v7 Modified Softball 	<ul style="list-style-type: none"> • Basketball • Hockey • Softball
Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics 	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
improvement is possible with appropriate practice.	Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Final Cooperative Adventure Race 	
Modify games/activities to improve the game/activity.	Volleyball Xtreme Rubric	<ul style="list-style-type: none"> • Volleyball Xtreme • Modified Cricket • Modified Team Handball 	<ul style="list-style-type: none"> • Volleyball • World Games • World Games

Grade 7

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.			
Coordinate movements with teammates to achieve team goals.	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubric 	<ul style="list-style-type: none"> • Indiana Jones • Cross the Great Divide • Kin-Ball Sport 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • World Games
Demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.	Specific Unit: <ul style="list-style-type: none"> • Teacher Rubric 	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Defense • Zone and Person Defense • Zone and Player-to-Player Defenses • Zone Defense 	<ul style="list-style-type: none"> • Basketball • Football • Flying Disc • Soccer • Hockey
Demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking.	Track: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Sprinting • Hurdling • Jumps • Shot Put • 800m Run • 1600m Run 	<ul style="list-style-type: none"> • Track • Track • Track
Perform selected folk, country, square, line, creative, and/or aerobic dances	Dance: <ul style="list-style-type: none"> • Teacher Rubric • Self Check • Peer Coach 	<ul style="list-style-type: none"> • La Bomba Poco Loco • Hip Hop Basic Moves Jigsaw • Merengue Mixer! 	<ul style="list-style-type: none"> • Dance • Dance • Dance
Design and perform sequences of	Dance:	<ul style="list-style-type: none"> • Create a Hip Hop 	<ul style="list-style-type: none"> • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow.	<ul style="list-style-type: none"> • Teacher Rubric • Self Check • Peer Coach 	Routine <ul style="list-style-type: none"> • Create your own Merengue Move 	<ul style="list-style-type: none"> • Dance
Demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting.	Specific Unit: <ul style="list-style-type: none"> • Teacher Rubric • Self Check • Peer Coach 	<ul style="list-style-type: none"> • Beat the Ball • Forearm Pass (Bump) • Extreme Rally 	<ul style="list-style-type: none"> • Softball • Volleyball • Racquets and Paddles
Combine skills competently to participate in modified versions of team and individual sports.	Specific Unit: <ul style="list-style-type: none"> • Teacher Rubric • Self Check • Peer Coach 	<ul style="list-style-type: none"> • Quick-Play Mini-Football • Modified Team Handball • 7V7 Modified Softball 	<ul style="list-style-type: none"> • Football • World Games • Softball
Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	<i>Outdoor pursuit skills addressed in SPARK HS curriculum</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement. The student applies movement concepts and principles to the learning and development			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
of motor skills.			
<p>Create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, or practice.</p> <p>Jumps or cartwheels in both directions.</p>	<p>Select Units: Self Check, Peer Coach</p>	<ul style="list-style-type: none"> • Serve, Return, Catch • Volleyball Stations • Ball Control Drills 	<ul style="list-style-type: none"> • Racquets and Paddles • Volleyball • Soccer
<p>Identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving.</p>	<p>Sample debrief question: <i>How can you apply your racquet skills to handball? To volleyball?</i></p>	<ul style="list-style-type: none"> • Introduction to the Serve • Introduction to the Handball Serve • Serving Challenges 	<ul style="list-style-type: none"> • Racquets and Paddles • Handball • Volleyball
<p>Describe the importance of goal setting in improving skill.</p>	<p>Sample debrief question: <i>Why is it a good idea to set a specific goal when you want to improve a skill?</i></p>	<ul style="list-style-type: none"> • Advanced Shots • Target Golf • Disc Throwing Stations 	<ul style="list-style-type: none"> • Handball • Golf • Flying Disc
<p>Detect and correct errors in personal or partner's skill performance.</p>	<p>Specific Unit Peer Coach, Self Check</p>	<ul style="list-style-type: none"> • Hammer Throw and 1-Handed C Catch • Partner Passing • Batting Practice 	<ul style="list-style-type: none"> • Flying Disc • Basketball • Softball
<p>Make appropriate changes in performance based on feedback.</p>	<p>Specific Unit Peer Coach, Self Check</p>	<ul style="list-style-type: none"> • Hammer Throw and 1-Handed C 	<ul style="list-style-type: none"> • Flying Disc • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Catch <ul style="list-style-type: none"> Partner Passing Batting Practice 	<ul style="list-style-type: none"> Softball
Identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support.	Specific Unit: <ul style="list-style-type: none"> Self Check Peer Coach Teacher Rubrics 	<ul style="list-style-type: none"> Advanced Progressions Partner Stunts 	<ul style="list-style-type: none"> Stunts and Tumbling Stunts and Tumbling
Use basic offensive and defensive strategies while playing a modified version of a sport.	Specific Unit Teacher Rubrics	<ul style="list-style-type: none"> Modified Team Handball Under Pressure Keep Away (3 on 2) 	<ul style="list-style-type: none"> World Games Football Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.			
Participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Identify favorite lifelong physical activities.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Participate in moderate to vigorous	Personally Fit Activity	Personally Fit	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
health-related physical activities on a regular basis.	Challenge: In the Mood to Move	SPARKfit (SPARKfamily.org)	
Evaluate personal fitness goals and make appropriate changes for improvement.	Personally Fit SPARKfit (SPARKfamily.org)		
Select and use appropriate technology tools to evaluate, monitor, and improve physical development.	Heart Rate Monitor Log	<i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.			
List long-term physiological and psychological benefits that may result from regular participation in physical activity.	Sample debrief question: <i>What are some benefits from participating in fitness activities?</i> <i>In team activities? In learning specific sport skills?</i>	Personally Fit SPARKfit (SPARKfamily.org)	
Assess physiological effects of exercise during and after physical activity.	Heart Rate Monitor Log	<i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate</i>	<ul style="list-style-type: none"> • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<i>Monitors</i>	
Match personal physical activities to health-related fitness components.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Analyze the strength and weaknesses of selected physical activities.	Personally Fit SPARKfit (SPARKfamily.org)		
Identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.	Sample debrief question: <i>What are some key elements found in foods that are necessary for you to perform at your best?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness
Identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs.	Sample debrief questions: <i>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? How would you use</i>	<ul style="list-style-type: none"> • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>the principle of overload to safely improve your muscular strength?</i>		
Describe and predict the effects of fitness-related stress management techniques on the body		Personally Fit SPARKfit (SPARKfamily.org)	
Explain the effects of eating and exercise patterns on weight control, self-concept and physical performance		Personally Fit SPARKfit (SPARKfamily.org)	
Recognize the effects of substance abuse on personal health and performance in physical activity.	<i>Substance Abuse not specifically addressed in SPARK curriculum</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student understands and applies safety practices associated with physical activities.			
Use equipment safely and properly.	Stunts and Tumbling Teacher Rubric	<ul style="list-style-type: none"> • Advanced Progressions • Partner Stunts 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling
Select and use proper attire that promotes participation and prevents injury.		Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Include warm-up and cool-down procedures regularly during exercise. Monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment.	Sample debrief question: <i>What are some precautions you can take when exercising in extreme heat?</i>	<ul style="list-style-type: none"> • Range of Motion Circuit • Individual Warm-up Routines • Partner Warm-up Routines 	<ul style="list-style-type: none"> • Fitness • Jump Rope • Jump Rope
Analyze exercises for their effects on the body such as beneficial/potentially dangerous.	Sample debrief question: <i>What types of stretches are unsafe? Why?</i>	<ul style="list-style-type: none"> • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
Recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	Sample debrief question: <i>What are some precautions you can take when exercising in extreme heat?</i>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating.	Coulda, Woulda, Shoulda (Various Units)	<ul style="list-style-type: none"> • FIBA World Championships • WFDF World Overall Flying Disc Championship • Singles, Doubles Game Play 	<ul style="list-style-type: none"> • Basketball • Flying Disc • Racquets and Paddles
Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as net/wall alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feel the movement, and fielding-back up other players.	Specific Unit Written Tests	<ul style="list-style-type: none"> • Volley Tennis • Mini-Hockey • Give and Go with Post Players 	<ul style="list-style-type: none"> • Racquets and Paddles • Hockey • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.			
Solve problems in physical activities by analyzing causes and potential solutions.	Cooperative Self Check, Peer Coach, Teacher Rubric	<ul style="list-style-type: none"> • Cross the Great Divide • Corridor Challenge • Log Jam 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Work cooperatively in a group to achieve group goals in competitive as well as cooperative settings.	Cooperative Self Check, Peer Coach, Teacher Rubric	<ul style="list-style-type: none"> • Indiana Jones • Final Cooperative Adventure Race • Kin-Ball Sport 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • World Games
Accept decisions made by game officials such as student, teachers, and officials outside the school.	Cooperative Self Check, Peer Coach, Teacher Rubric	<ul style="list-style-type: none"> • 3-on-3 Basketball • 7v7 Modified Softball • Royal Court 	<ul style="list-style-type: none"> • Basketball • Softball • Racquets and Paddles
Use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams.	Coulda, Woulda, Shoulda (Various Units)	<ul style="list-style-type: none"> • 2 V 1 Just for Fun • Partner Stunts • Radio Control 	<ul style="list-style-type: none"> • World Games • Stunts and Tumbling • Cooperatives
Recognize the role of games, sport, and dance in getting to know and understand others.	Cooperative Unit Written Test	<ul style="list-style-type: none"> • Hip Hop Basic Moves Jigsaw • Partner Trick Circuit • Karrimor International Mountain Marathon 	<ul style="list-style-type: none"> • Dance • Jump Rope • Cooperatives

Grade 8

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.			
Coordinate movements with team mates to achieve team goals	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubric 	<ul style="list-style-type: none"> • Indiana Jones • Cross the Great Divide • Kin-Ball Sport 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • World Games
Demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.	Specific Unit: <ul style="list-style-type: none"> • Teacher Rubric 	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Defense • Zone and Person Defense • Zone and Player-to-Player Defenses • Zone Defense 	<ul style="list-style-type: none"> • Basketball • Football • Flying Disc • Soccer • Hockey
Demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking.	Track: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Sprinting • Hurdling • Jumps • Shot Put • 800m Run • 1600m Run 	<ul style="list-style-type: none"> • Track • Track • Track
Perform selected folk, country, square, line, creative, and/or aerobic dances.	Dance: <ul style="list-style-type: none"> • Teacher Rubric • Self Check • Peer Coach 	<ul style="list-style-type: none"> • La Bomba Poco Loco • Hip Hop Basic Moves Jigsaw • Merengue Mixer! 	<ul style="list-style-type: none"> • Dance • Dance • Dance
Design and perform sequences of	Dance:	<ul style="list-style-type: none"> • Create a Hip Hop 	<ul style="list-style-type: none"> • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow.	<ul style="list-style-type: none"> • Teacher Rubric • Self Check • Peer Coach 	Routine <ul style="list-style-type: none"> • Create your own Merengue Move 	<ul style="list-style-type: none"> • Dance
Demonstrate without cue critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand striking with a racket or club, or batting.	Specific Unit: <ul style="list-style-type: none"> • Teacher Rubric • Self Check • Peer Coach 	<ul style="list-style-type: none"> • Beat the Ball • Forearm Pass (Bump) • Extreme Rally 	<ul style="list-style-type: none"> • Softball • Volleyball • Racquets and Paddles
Combine skills competently to participate in modified versions of team and individual sports.	Specific Unit: <ul style="list-style-type: none"> • Teacher Rubric • Self Check • Peer Coach 	<ul style="list-style-type: none"> • Quick-Play Mini-Football • Modified Team Handball • 7V7 Modified Softball 	<ul style="list-style-type: none"> • Football • World Games • Softball
Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	<i>Outdoor pursuit skills addressed in SPARK HS curriculum</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement. The student applies movement concepts and principles to the learning and development			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
of motor skills.			
<p>Provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, and practice.</p> <p>Jumps or cartwheels in both directions.</p>	<p>Select Units: Self Check, Peer Coach</p>	<ul style="list-style-type: none"> • Serve, Return, Catch • Volleyball Stations • Ball Control Drills 	<ul style="list-style-type: none"> • Racquets and Paddles • Volleyball • Soccer
<p>Identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving.</p>	<p>Sample debrief question: <i>How can you apply your racquet skills to handball? To volleyball?</i></p>	<ul style="list-style-type: none"> • Introduction to the Serve • Introduction to the Handball Serve • Serving Challenges 	<ul style="list-style-type: none"> • Racquets and Paddles • Handball • Volleyball
<p>Describe the importance of goal setting in improving skill.</p>	<p>Sample debrief question: <i>Why is it a good idea to set a specific goal when you want to improve a skill?</i></p>	<ul style="list-style-type: none"> • Advanced Shots • Target Golf • Disc Throwing Stations 	<ul style="list-style-type: none"> • Handball • Golf • Flying Disc
<p>Detect and correct errors in his/her or partner's skill performance.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self Check • Peer Coach 	<ul style="list-style-type: none"> • Hammer Throw and 1-Handed C Catch • Partner Passing • Batting Practice 	<ul style="list-style-type: none"> • Flying Disc • Basketball • Softball
<p>Make appropriate changes in performance based on feedback</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self Check • Peer Coach 	<ul style="list-style-type: none"> • Hammer Throw and 1-Handed C Catch 	<ul style="list-style-type: none"> • Flying Disc • Basketball • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Partner Passing • Batting Practice 	
Identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubrics 	<ul style="list-style-type: none"> • Advanced Progressions • Partner Stunts 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling
Use basic offensive and defensive strategies while playing a modified version of a sport.	Specific Unit Teacher Rubrics	<ul style="list-style-type: none"> • Modified Team Handball • Under Pressure • Keep Away (3 on 2) 	<ul style="list-style-type: none"> • World Games • Football • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.			
Describe and select physical activities that provide for enjoyment and challenge.	Personally Fit Activity Challenge: In the Mood to Move		Personally Fit SPARKfit (SPARKfamily.org)
Identify opportunities in the school and community for regular participation in physical activity.	Personally Fit Activity Challenge: In the Mood to Move		Personally Fit SPARKfit (SPARKfamily.org)
Participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on	Personally Fit Activity Challenge: In the Mood to Move		Personally Fit SPARKfit (SPARKfamily.org)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
individual interests and/or capabilities			
Identify favorite lifelong physical activities.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Participate in moderate to vigorous physical activity for a sustained period of time on a regular basis.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Gotta Have Heart • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Combining Aerobic Capacity and Flexibility • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
Maintain healthy levels of flexibility.	Fitness Self-Check	<ul style="list-style-type: none"> • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Introduction to Yoga • Introduction to Pilates • Combining Aerobic Capacity 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		and Flexibility	
Develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs.	Fitness Self-Check	<ul style="list-style-type: none"> • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Balancing Strength and Flexibility Circuit 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
Evaluate personal fitness goals and make appropriate changes for improvement.		Personally Fit SPARKfit (SPARKfamily.org)	
Select and use appropriate technology tools to evaluate, monitor, and improve physical development.	Heart Rate Monitor Log	<i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.			
List long term physiological and	Sample debrief	<ul style="list-style-type: none"> • Fun and Fitness 	<ul style="list-style-type: none"> • ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
psychological benefits that may result from regular participation in physical activity.	question: <i>What are some benefits from participating in fitness activities? In team activities? In learning specific sport skills?</i>	Circuit <ul style="list-style-type: none"> • Introduction to Pilates • Throw and Sprint Circuit 	<ul style="list-style-type: none"> • Fitness • Track
Select aerobic exercises and describe the effects on the heart and overall health.	Heart Rate Monitor Log	<ul style="list-style-type: none"> • Cardio Dance Day • Aerobic Capacity Circuit • <i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i> 	<ul style="list-style-type: none"> • Dance • Fitness • Fitness
Assess physiological effects of exercise during and after physical activity.	Heart Rate Monitor Log	<i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> • Fitness
Identify proteins, fats, carbohydrates, water, vitamins, and minerals as key. Elements found in foods that are necessary for optimal body function.	Sample debrief question: <i>What are some key elements found in foods that are necessary for you to perform at your best?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Fruit Smoothie 	
Identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity and time, and importance of balance in muscle pairs.	<p>Sample debrief questions:</p> <p><i>Describe the principles of training (F.I.T.T.)</i></p> <p><i>How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?</i></p> <p><i>How would you use the principle of overload to safely improve your muscular strength?</i></p>	<ul style="list-style-type: none"> • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
Describe and predict the effects of stress management techniques on the body.		Personally Fit SPARKfit (SPARKfamily.org)	
Explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.		Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student understands and applies safety practices associated with physical activities.			
Use equipment safely and properly.	Stunts and Tumbling Teacher Rubric	<ul style="list-style-type: none"> • Advanced Progressions • Partner Stunts 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling
Select and use proper attire that promotes participation and prevents injury.	Personally Fit SPARKfit (SPARKfamily.org)		
Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment.	Sample debrief question: <i>What are some precautions you can take when exercising in extreme heat?</i>	<ul style="list-style-type: none"> • Range of Motion Circuit • Individual Warm-up Routines • Partner Warm-up Routines 	<ul style="list-style-type: none"> • Fitness • Jump Rope • Jump Rope
Analyze exercises for their effects on the body such as beneficial/potentially dangerous.	Sample debrief question: <i>What types of stretches are unsafe? Why?</i>	<ul style="list-style-type: none"> • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
Recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	Sample debrief question: <i>What are some precautions you can take when exercising</i>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>in extreme heat?</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.			
Distinguish between compliance and noncompliance rules and regulations and apply agreed upon consequences when officiating	Coulda, Woulda, Shoulda (Various Units)	<ul style="list-style-type: none"> • FIBA World Championships • WFDF World Overall Flying Disc Championship • Singles, Doubles Game Play 	<ul style="list-style-type: none"> • Basketball • Flying Disc • Racquets and Paddles
Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feeling the movement, and fielding-back up other players.	Unit Written Tests	<ul style="list-style-type: none"> • Volley Tennis • Mini-Hockey • Give and Go with Post Players 	<ul style="list-style-type: none"> • Racquets and Paddles • Hockey • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.			
Solve problems in physical activities by analyzing causes and potential solutions.	Cooperatives: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Cross the Great Divide • Corridor Challenge • Log Jam 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
Work cooperatively in a group to achieve group goals in competitive as well as cooperative settings.	Cooperatives: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Mini-Hockey • Acceptance and Super Grouping • Adventure Racing 101 	<ul style="list-style-type: none"> • Hockey • First 5 Lessons • Cooperatives
Identify and follow rules while playing sports and games.	Cooperatives: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
Accept decisions made by game officials including student, teachers, and officials outside the school.	Coulda, Shoulda, Woulda (all units)	<ul style="list-style-type: none"> • Responsibility and Routines • Respect and Roll Taking • Acceptance and Super Grouping 	<ul style="list-style-type: none"> • First 5 Lessons • First 5 Lessons • First 5 Lessons
Use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.	Cooperatives: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Responsibility and Routines • Merengue Etiquette Basics 	<ul style="list-style-type: none"> • First 5 Lessons • Dance • First 5 Lessons • First 5 Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"><li data-bbox="1108 315 1392 386">• Respect and Roll Taking<li data-bbox="1108 391 1392 462">• Acceptance and Super Grouping	

SPARK Alignment with Texas Physical Education Standards
 Grades 9-12 (HS Version 2011)
 Foundations of Personal Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement. While participating in physical activity, the student applies physiological and biomechanical principles to improve health-related fitness.			
Apply physiological principles related to exercise and training such as warm up/cool down, overload, frequency, intensity, specificity, or progression	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Create Your Own ST Program • iCardio Kickboxing • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking
Apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction.	Specific Unit: <ul style="list-style-type: none"> • Performance Rubric • Fun-day-mentals Jigsaw Notes • Written Tests 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Flying Disc: Ultimate • Hockey • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. During physical activity, the student develops positive self-management and social skills needed to work independently and with others.			
Apply rules, procedures, and etiquette.	Specific Unit: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Game Day 101 • Adventure Race 101 • SPARK Event 101 • Waltzing Royalty Mixer 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101 • Dance
Recognize and resolve conflicts during physical activity.	Specific Unit: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Event: The Crackerjack Classic (Option 1: Create & Play Your Own Game) Adventure Race • Win the Point (Singles Royal Court) • Event: Star-Hockey “Shockey” Cup (4-on-4 Round Robin) • Volley-Call II (6-on-6 Royal Court) 	<ul style="list-style-type: none"> • Softball • Badminton • Hockey • Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student applies safety practices associated with physical activity.			
Demonstrate safety procedures such as spotting during gymnastics and using non-skid footwear	Strength Training: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Basic Training: Shoulders • Basic Training: Arms • Basic Training: Legs 	<ul style="list-style-type: none"> • Strength Training • Strength Training • Strength Training
Describe examples and exercises that may be harmful or unsafe.	Personal Fitness Program Development	<ul style="list-style-type: none"> • iHIIT (High Intensity Interval Training) • Create Your Own ST Program • Walk-Jog-Run 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
Explain the relationship between fluid balance, physical activity, and environmental conditions such as loss of water and salt during exercise.	Personally Fit SPARKfit (SPARKfamily.org)		
Identify the effects of substance abuse on physical performance.	<i>Substance abuse not specifically addressed in SPARK curriculum</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student applies fitness principles during a personal fitness program.			
Explain the relationship between physical fitness and health.	HIIT Basic Training Think About...	<ul style="list-style-type: none"> • HIIT Basic Training • Cardio Kickboxing Basic Training • Aerobics Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
Participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency.	<ul style="list-style-type: none"> • Heart Rate Monitor Logs • Pedometer Logs 	<ul style="list-style-type: none"> • Walk-Jog-Run • Cardio Kickboxing • iFreestyle Aerobics 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness
Demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • iHIIT (High Intensity Interval Training) • Run the Wickets! 	<ul style="list-style-type: none"> • Group Fitness • World Games: Cricket
Compare and contrast health-related and skill-related fitness.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • iHIIT (High Intensity Interval Training) • Run the Wickets! 	<ul style="list-style-type: none"> • Group Fitness • World Games: Cricket
Describe methods of evaluating health-related fitness such as	Fitness Personal Best Think About...	<ul style="list-style-type: none"> • Fitness Personal Best Assessment 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Cooper's 1.5 mile run test.		<ul style="list-style-type: none"> • Wellness Walking Personal Best 	
List and describe the components of exercise prescription such as overload principle, type, progression, or specificity.	<p>Sample debrief questions:</p> <p><i>Describe the principles of training (F.I.T.T.)</i></p> <p><i>How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?</i></p> <p><i>How would you use the principle of overload to safely improve your muscular strength?</i></p>	<ul style="list-style-type: none"> • Create Your Own ST Program • iFreestyle Aerobics • iCardio Kickboxing 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Group Fitness
Design and implement a personal fitness program.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services.	<i>Consumer issues not specifically addressed in SPARK curriculum</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student comprehends practices that impact daily performance, physical activity, and health.			
Investigate positive and negative attitudes towards exercise and physical activities.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
Describe physical fitness activities that can be used for stress reduction.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
Explain how over training may contribute to negative health problems such as bulimia and anorexia.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
Analyze the relationship between sound nutritional practices and physical activity.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
Explain myths associated with physical activity and nutritional practices.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
Analyze methods of weight control such as diet, exercise, or combination of both.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)
Identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)

Adventure/Outdoor Education

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement. The student demonstrates competency in two or more outdoor education activities such as backpacking, boating, camping, hiking, orienteering, water sports, or water safety certification.			
Demonstrate consistency in the execution of the basic skills of adventure/outdoor education activities.	Cooperatives: Orienteering Performance Rubric	<ul style="list-style-type: none"> • Star Quest • The Deuce • Tri-Pod 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering • Cooperatives: Orienteering
Demonstrate understanding of the rules, skills, and strategies of an activity and can apply them appropriately.	Cooperatives: Orienteering <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Wellness Walking Personal Best • Cooperatives: Orienteering Personal Best • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Wellness Walking • Cooperatives: Orienteering • Cooperatives: Orienteering
Develop an appropriate conditioning program for the selected activity.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student applies movement concepts and principles to the learning and development of motor skills.			
Use internal and external information to modify movement during performance.	Wellness Walking Walk-Jog-Run Think About...	<ul style="list-style-type: none"> • Walk-Jog-Run • Orienteering • Personal Best 	<ul style="list-style-type: none"> • Wellness Walking • Cooperatives: Orienteering
Develop an appropriate conditioning program for the selected activity.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Identify correctly the critical elements for successful performance within the context of the activity.	Orienteering Personal Best Think About...	<ul style="list-style-type: none"> • Orienteering • Personal Best 	<ul style="list-style-type: none"> • Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge.			
Select and participate in adventure/outdoor education activities that provide for enjoyment and challenge.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Event: The Navigational Invitational • Walk-Jog-Run • Tri-Pod 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Wellness Walking • Cooperatives: Orienteering
Analyze and compare health and fitness benefits derived from participation in adventure/outdoor education activities.	Fitness and Orienteering Personal Best	<ul style="list-style-type: none"> • Orienteering Personal Best • Orienteering Adventure Race • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering • Cooperatives: Orienteering
Establish realistic yet challenging health-related fitness goals.	Wellness Walking Go the Distance Think About...	<ul style="list-style-type: none"> • Go the Distance • Race Walking • Wellness Walking Personal Best 	
Develop and participate in a personal fitness program that has the potential to meet identified goals.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Select and use appropriate technology tools to evaluate, monitor, and improve physical	<ul style="list-style-type: none"> • Personally Fit Activity Challenge: 	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
development.	<p>In the Mood to Move</p> <ul style="list-style-type: none">• Create Your Strength Training Program Log• Heart Rate Monitor Logs• Pedometer Logs	<p>Best</p> <ul style="list-style-type: none">• Fitness Personal Best	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student knows the relationship between outdoor activities and health.			
Identify and apply the health-related fitness principles to outdoor activities.	Walk and Talk Fun-day-mentals Jigsaw Think About...	<ul style="list-style-type: none"> • Walk and Talk Fun-day-mentals Jigsaw • Walking Circuits • Been There, Done That! 	<ul style="list-style-type: none"> • Wellness Walking • Wellness Walking • Wellness Walking (ASAP)
Analyze the strengths and weaknesses of adventure/outdoor education activities and their effects on a personal fitness program.	Personal Fitness Program Development	<ul style="list-style-type: none"> • Walking Circuits • Walk-Jog-Run • Tri-Pod 	<ul style="list-style-type: none"> • Wellness Walking • Wellness Walking • Cooperatives: Orienteering
Show evidence of developing and maintaining health-related fitness.	Fitness Personal Best Assessments	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
Explain and follow safety procedures during adventure/outdoor education activities.	Create Your Own Navigational Invitational Think About...	<ul style="list-style-type: none"> • ABC's • 1-2-3's • Event: The Navigational Invitational 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering • Cooperatives: Orienteering
List and describe safety equipment used in outdoor activities.	Create Your Own Navigational Invitational Think About...	<ul style="list-style-type: none"> • ABC's • 1-2-3's • Event: The Navigational 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Invitational	<ul style="list-style-type: none"> • Cooperatives: Orienteering
Design safe and appropriate practices/procedures to improve skill in an activity.	Cooperatives: Orienteering <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Cooperatives: Orienteering Personal Best • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering

Aerobic Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student develops the ability to perform a level of competency in aerobic activities.			
Exhibit a level of competency in two or more aerobic activities that may include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, and step aerobics.	Group Fitness, Wellness Walking: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Aerobics Basic Training • Cardio Kickboxing Basic Training • Walk-Jog-Run 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Wellness Walking
Consistently perform skills, strategies, and rules at a basic level of competency.	Group Fitness, Wellness Walking: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Walk and Talk Fun-day-mentals Jigsaw • iFreestyle Aerobics • iCardio Kickboxing 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement. The student applies movement concepts and principles to the learning and development of motor skill			
Use internal and external information to modify movement during performance.	<ul style="list-style-type: none"> • Heart Rate Monitor Logs • Pedometer Logs 	<ul style="list-style-type: none"> • Walk-Jog-Run • Cardio Kickboxing • iFreestyle Aerobics 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness
Describe appropriate practices and procedures to improve skill and strategy in an activity.	Fitness Personal Best Think About...	<ul style="list-style-type: none"> • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness
Develop an appropriate conditioning program for the selected activity.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Identify correctly the critical elements for successful performance within the context of the activity.	Group Fitness: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Aerobics Basic Training • Cardio Kickboxing Basic Training • HIIT Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge through aerobic activity.			
Select and participate in aerobic activities that provide for enjoyment and challenge.	Personal Fitness Program Development	<ul style="list-style-type: none"> • iHIIT (High Intensity Interval Training) • iFreestyle Aerobics • iCardio Kickboxing 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness •
Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.	Fitness Personal Best Assessments	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
Analyze and compare health and fitness benefits derived from participating in selected aerobic activities.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Establish realistic yet challenging health-related fitness goals.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Develop and participate in a personal fitness program that has the potential to provide identified goals.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Describe two training principles appropriate for enhancing flexibility, muscular strength and	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
endurance, and cardiorespiratory endurance.			
Select and use appropriate technology tools to evaluate, monitor, and improve physical development.	<ul style="list-style-type: none"> • Heart Rate Monitor Logs • Pedometer Logs 	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking
Explain the effects of substance abuse on personal health and performance in physical activity.	<i>Substance abuse not specifically addressed in SPARK curriculum</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student understands and applies safety practices associated with aerobic activities.			
Evaluate risks and safety factors that may effect aerobic activity preferences throughout the life span.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)	<ul style="list-style-type: none"> • Game Day 101 	<ul style="list-style-type: none"> • SPARK HS PE 101
Identify and apply rules and procedures that are designed for safe participation.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)	<ul style="list-style-type: none"> • Game Day 101 	<ul style="list-style-type: none"> • SPARK HS PE 101
Explain why and how a rule provides safe practices in participation.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)	<ul style="list-style-type: none"> • Game Day 101 	<ul style="list-style-type: none"> • SPARK HS PE 101
Describe equipment and practices that decrease the likelihood of injury such as proper footwear.	Wellness Walking Walk-Jog-Run Think About...	<ul style="list-style-type: none"> • Walk-Jog-Run • iFreestyle Aerobics • iCardio Kickboxing 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. The student develops positive personal and social skills needed to work independently and with others in aerobic activities.			
Evaluate personal skills and set realistic goals for improvement.	Fitness Personal Best Assessments Fitness Personal Best Think About...	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking
Respond to challenges, successes, and failures in physical activities in socially appropriate ways.	Group Fitness and Wellness Walking: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Walk and Talk Fun-day-mentals Jigsaw • Aerobics Basic Training • HIIT Basic Training 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness
Accept successes and performance limitations of self and others, exhibit appropriate behavior/responses, and recognize that improvement is possible with appropriate practice.	iFreestyle Aerobics Think About...	<ul style="list-style-type: none"> • iFreestle Aerobics • iCardio Kickboxing • iHIIT (High Intensity Interval Training) 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
Anticipate potentially dangerous consequences of participating in selected aerobic activities.	SPARK HS PE 101 Character Matters Assessment (Game	<ul style="list-style-type: none"> • Game Day 101 • iFreestle Aerobics • iCardio 	<ul style="list-style-type: none"> • SPARK HS PE 101 • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Day 101 Debrief)	Kickboxing <ul style="list-style-type: none">• iHIIT (High Intensity Interval Training)	<ul style="list-style-type: none">• Group Fitness

Individual Sports

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement. The student develops the ability to participate confidently in individual sports.			
Exhibit a level of competency in two or more individual sports that include aquatics, archery, badminton, bicycling, bowling, gymnastics, golf, handball, racquetball, self-defense, table tennis, track and field, weight training, or wrestling.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Yoga Basic Training • Badminton Personal Best • Spinning Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Badminton • Group Fitness (online unit)
Consistently perform skills and strategies and follow rules at a basic level of competency.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Win the Point (Singles Royal Court) • Event: Uber 'Bad' Cup (Singles and Doubles Round Robin) • Spinning: Bike Set Up (online unit) 	<ul style="list-style-type: none"> • Badminton • Badminton • Group Fitness (online unit)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement. The student applies movement concepts and principles to the learning and development of motor skills.			
Use internal and external information to modify movement during performance.	Specific Unit: <ul style="list-style-type: none"> • Self-Check 	<ul style="list-style-type: none"> • Yoga Basic Training • Badminton Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Badminton
Describe appropriate practice procedures to improve skill and strategy in a sport	Badminton Personal Best Think About...	<ul style="list-style-type: none"> • Badminton Personal Best 	<ul style="list-style-type: none"> • Badminton
Develop an appropriate conditioning program for the selected sport.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Identify correctly the critical elements for successful performance of a sport skill.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Badminton Personal Best 	<ul style="list-style-type: none"> • Badminton • Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. The student understands the basic components such as strategies, protocol, and rules of individual sports.			
Acknowledge good play from an opponent during competition.	Badminton Character Matters	<ul style="list-style-type: none"> • Win the Point (Singles Royal Court) • Event: Uber 'Bad' Cup (Singles and Doubles Round Robin) 	<ul style="list-style-type: none"> • Badminton • Badminton
Accept the roles and decisions of officials.	Badminton Character Matters	<ul style="list-style-type: none"> • Win the Point (Singles Royal Court) • Event: Uber 'Bad' Cup (Singles and Doubles Round Robin) 	<ul style="list-style-type: none"> • Badminton • Badminton
Demonstrate officiating techniques.	Badminton Character Matters	<ul style="list-style-type: none"> • Win the Point (Singles Royal Court) • Event: Uber 'Bad' Cup (Singles and Doubles Round Robin) 	<ul style="list-style-type: none"> • Badminton • Badminton
Research and describe the historical development of an individual sport.	Badminton Adventure Race Global Integration	<ul style="list-style-type: none"> • Badminton Adventure Race 	<ul style="list-style-type: none"> • Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge during individual sports.			
Select and participate in individual sports that provide for enjoyment and challenge.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Yoga Basic Training • Win the Point (Singles Royal Court) • Spinning Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Badminton • Group Fitness (online unit)
Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.	Fitness Personal Best Assessment Fitness Personal Best Think About...	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training
Analyze and compare health and fitness benefits derived from participating in selected individual sports.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Establish realistic yet challenging health-related fitness goals for selected individual sports.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Explain the interrelatedness between selected individual sports and a personal fitness program.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Describe two training principles appropriate for enhancing	Personal Fitness Program Development	Personally Fit SPARKfit	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
flexibility, muscular strength and endurance, and cardiorespiratory endurance.		(SPARKfamily.org)	
Explain the effects of substance abuse on personal health and performance in physical activity such as side effects of steroid use.	<i>Substance abuse not specifically addressed in SPARK curriculum</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student understands and applies safety practices associated with individual sports.			
Evaluate risks and safety factors that may affect individual sport preferences.	Badminton Fun-day-mentals Jigsaw Wellness Integration	<ul style="list-style-type: none"> • Spinning: Bike Set Up (online unit) • Fun-day-mentals Jigsaw Race Walking 	<ul style="list-style-type: none"> • Group Fitness (online unit) • Badminton • Wellness Walking
Identify and follow safety procedures when participating in individual sports.	Badminton Fun-day-mentals Jigsaw Wellness Integration	<ul style="list-style-type: none"> • Spinning: Bike Set Up (online unit) • Win the Point (Singles Royal Court) • Race Walking 	<ul style="list-style-type: none"> • Group Fitness (online unit) • Badminton • Wellness Walking
Describe equipment and practices that prevent or reduce injuries.	Badminton Fun-day-mentals Jigsaw Wellness Integration	<ul style="list-style-type: none"> • Spinning: Bike Set Up (online unit) • Race Walking • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Group Fitness (online unit) • Wellness Walking • Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. The student develops positive personal and social skills needed to work independently and with others in individual sports.			
Evaluate personal skills and set realistic goals for improvement.	Badminton Character Matters	<ul style="list-style-type: none"> • Badminton Adventure Race • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Badminton • Badminton
Respond to challenges, successes, and failures in physical activities in socially appropriate ways.	Badminton Adventure Race Think About...	<ul style="list-style-type: none"> • Badminton Adventure Race • iYoga 	<ul style="list-style-type: none"> • Badminton • Group Fitness
Accept successes and performance limitations of self and others.	Badminton Adventure Race Think About...	<ul style="list-style-type: none"> • Badminton Adventure Race • iYoga 	<ul style="list-style-type: none"> • Badminton • Group Fitness
Anticipate potentially dangerous consequences of participating in selected individual sports.	Spinning: Bike Set Up (online unit)	<ul style="list-style-type: none"> • Spinning: Bike Set Up (online unit) 	<ul style="list-style-type: none"> • Group Fitness (online unit)
Demonstrate responsible behavior in individual sports such as playing rules, accepting lack of skill in others.	Badminton Character Matters	<ul style="list-style-type: none"> • Win the Point (Singles Royal Court) • Event: Uber 'Bad' Cup (Singles and Doubles Round Robin) 	<ul style="list-style-type: none"> • Badminton • Badminton

Team Sports

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement skills. The student demonstrates competency in many movement forms and proficiency in two or more team sports such as basketball, field hockey, flag football, floor hockey, soccer, softball, team handball, or volleyball.			
Demonstrate consistency using all the basic offensive skills of a sport while participating in a game such as dribbling, batting, or spiking competently in a dynamic setting.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Event: The Navigational Invitational • Event: Gridiron Classic • Event: Star-Hockey “Shockey” Cup 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Football • Hockey
Demonstrate consistency using all the basic defensive skills of a sport while participating in a game such as guarding, trapping, blocking, fielding, tackling, or goalkeeping competently in a dynamic setting.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Fielder’s Choice • Big D (4-on-4 Royal Court) • D-Fence (5-on-5 Royal Field) 	<ul style="list-style-type: none"> • Softball • Basketball • Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement skills. The student applies movement concepts and principles to the learning and development of motor skills.			
Use internal and external information to modify movement during performance.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Personal Best Assessment 	<ul style="list-style-type: none"> • Event: Star-Hockey “Shockey” Cup (4-on-4 Round Robin) • Ducks on the Pond (7-on-7 Royal Field) • Volley-Call II (6-on-6 Royal Court) 	<ul style="list-style-type: none"> • Hockey • Softball • Volleyball
Describe appropriate practice procedures to improve skill and strategy in an activity.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Personal Best Assessment 	<ul style="list-style-type: none"> • Basketball Personal Best • Football Personal Best • Hockey Personal Best 	<ul style="list-style-type: none"> • Basketball • Football • Hockey
Develop an appropriate conditioning program for the selected activity.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Identify correctly the critical elements for successful performance within the context of the activity.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fundamentals Jigsaw Notes 	<ul style="list-style-type: none"> • Basketball Personal Best • Football Personal Best • Hockey Personal Best 	<ul style="list-style-type: none"> • Basketball • Football • Hockey
Recognize that improvement is	Specific Unit:	<ul style="list-style-type: none"> • Basketball 	<ul style="list-style-type: none"> • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
possible with appropriate practice.	<ul style="list-style-type: none"> • Self-Check • Fundamentals Jigsaw Notes 	Personal Best <ul style="list-style-type: none"> • Football Personal Best • Hockey Personal Best 	<ul style="list-style-type: none"> • Football • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. The student understands the basic components such as strategies, protocol, and rules of structured physical activities.			
Acknowledge good play from an opponent during competition.	Specific Unit: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Event: The Navigational Invitational • Event: March Madness • Event: Ultimate Masters • Event: Gridiron Classic 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Basketball • Flying Disc: Ultimate • Football
Accept the roles and decisions of officials.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)	<ul style="list-style-type: none"> • Event: March Madness • Event: Ultimate Masters • Event: Gridiron Classic 	<ul style="list-style-type: none"> • Basketball • Flying Disc: Ultimate • Football
Demonstrate officiating techniques.	Specific Unit Round Robin Tournaments	<ul style="list-style-type: none"> • Event: March Madness • Event: Ultimate Masters • Event: Gridiron Classic 	<ul style="list-style-type: none"> • Basketball • Flying Disc: Ultimate • Football
Research and describe the historical development of an individual sport.	Cooperatives: Orienteering Fun-day-mentals Jigsaw Home Integration		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge through team sports.			
Select and participate in individual sports that provide for enjoyment and challenge.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Event: The Navigational Invitational • Big D (4-on-4 Royal Court) • D-Fence (5-on-5 Royal Field) • Run the Wickets! 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Basketball • Football • World Games: Cricket
Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.	Fitness Personal Best Assessment Fitness Personal Best Think About...	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training
Describe the health and fitness benefits derived from participating in selected team sports.	Create Your Own Strength Training Program Think About...	Personally Fit SPARKfit (SPARKfamily.org)	
Establish realistic yet challenging health-related fitness goals.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Develop and participate in a personal. Fitness program that has the potential to provide identified	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
goals.			
Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.	Personal Fitness Program Development		Personally Fit SPARKfit (SPARKfamily.org)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student knows the implications and benefits from being involved in daily physical activity.			
Discuss training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.	Personal Fitness Program Development	Personally Fit SPARKfit (SPARKfamily.org)	
Explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.	Create Your Own Strength Training Program Think About...	Personally Fit SPARKfit (SPARKfamily.org)	
Explain the effects of substance abuse on personal health and performance in physical activity.	<i>Substance abuse not specifically addressed in SPARK curriculum</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physical activity and health. The student understands and applies safety practices associated with team sports.			
Evaluate risks and safety factors that may affect sport preferences.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)	<ul style="list-style-type: none"> • Game Day 101 	<ul style="list-style-type: none"> • SPARK HS PE 101
Identify and apply rules and procedures that are designed for safe participation in team sports.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)	<ul style="list-style-type: none"> • Game Day 101 • Star-Hockey “Shockey” Cup • The Crackerjack Classic 	<ul style="list-style-type: none"> • SPARK HS PE 101 • Hockey • Softball
Identify team sports that achieve health-related fitness goals in both school and community settings.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
Participate regularly in team sports.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social development. The student develops positive selfmanagement and social skills needed to work independently and with others in team sports.			
Evaluate personal skills and set realistic goals for improvement.	Specific Unit Personal Best Assessment	<ul style="list-style-type: none"> • Basketball Personal Best • Soccer Personal Best • Volleyball Personal Best 	<ul style="list-style-type: none"> • Basketball • Soccer • Volleyball
Respond to challenges, successes, and failures in physical activities in socially appropriate ways.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)	<ul style="list-style-type: none"> • Orienteering Adventure Race • Football Adventure Race • Hockey Adventure Race 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Football • Hockey
Accept successes and performance limitations of self and others and exhibit appropriate behavior/responses.	Specific Unit: <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Orienteering Adventure Race • Football Adventure Race • Hockey Adventure Race 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Football • Hockey
Anticipate potentially dangerous consequences of participating in selected team sports.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)	<ul style="list-style-type: none"> • The Gridiron Classic • Star-Hockey "Shockey" Cup 	<ul style="list-style-type: none"> • Football • Hockey • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • The Crackerjack Classic 	
Display appropriate etiquette while participating in a sport.	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)	<ul style="list-style-type: none"> • The Navigational Invitational • The V League Classic • The Cricket World Cup 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Volleyball • World Games: Cricket