

SPARK Alignment with Texas Physical Education Standards & Grade-Level Outcomes

**See SPARK Inclusive Guidebook for Unit by Unit Inclusive Strategies*

2021

High School

Lifetime Fitness and Wellness Pursuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Movement patterns and movement skills. While participating in physical activity, the physically literate student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to:			
(A) apply physiological and fitness principles related to exercise and training, including warm-up and cool-down, overload, frequency, intensity, time, and specificity	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Personal Fitness Program Development • HITT Basic Training Integration 	<ul style="list-style-type: none"> • Create Your Own ST Program • iCardio Kickboxing • Wellness Walking Personal Best • Fitness ASAP • HITT Basic Training • Tabata Basic Training • Aqua-Fit Basic Training • Cycling Basic Training • Pilates Basic Training • Basic Training: Interval 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking • Strength Training • Group Fitness • Tabata • Aqua-Fit • Cycling • Pilates • iRun
(B) apply basic biomechanical principles related to exercise and	Specific Unit: Performance Rubrics	<ul style="list-style-type: none"> • Basic Training: Sierra 	<ul style="list-style-type: none"> • SPORTfit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
training, including force, leverage, and type of contraction	MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)	<ul style="list-style-type: none"> • Create Your Own SPORTfit Program • Create Your Own Strength Training Program 	<ul style="list-style-type: none"> • SPORTfit • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Performance strategies. During physical activity, the physically literate student applies skills, techniques, and safety practices associated with physical activity. The student is expected to:			
(A) apply appropriate procedures to ensure safety	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
(B) apply appropriate practices and procedures to improve skills in various fitness activities	MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)	<ul style="list-style-type: none"> • Basic Training: Alfa • Basic Training: Romeo • Fitness Lab 	<ul style="list-style-type: none"> • SPORTfit • SPORTfit • SPARKfit
(C) perform skills and appropriate techniques at a basic level of competency	MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)	<ul style="list-style-type: none"> • HIIT Basic Training • Cardio Kickboxing Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Aerobics Basic Training 	<ul style="list-style-type: none"> •
(D) modify movement during performance using appropriate internal and external feedback	Fitness Personal Best Think About... Fitness Goal Setting Progress Card	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Wellness Walking Personal Best • Fitness Goal Setting 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • SEL Lessons
(E) explain various methods to achieve personal fitness, including interval training, circuit training, high-intensity interval training (HIIT), and functional fitness training	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3			
Health, physical activity, and fitness. The physically literate student applies fitness principles that encompass personal fitness programs, nutrition, technology, and environmental awareness. The student is expected to:			
(A) demonstrate appropriate safety procedures, including wearing proper attire, using equipment safely, practicing exercise etiquette, and recognizing situational environmental hazards	SPORTfit Performance Log	<ul style="list-style-type: none"> • Cycling Basic Training • Fun-day-mentals Jigsaw Race Walking 	<ul style="list-style-type: none"> • Cycling • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(B) identify and describe exercise techniques that may be harmful or unsafe	SPORTfit Performance Log	<ul style="list-style-type: none"> • Basic Training: Sierra • Basic Training: Papa • Basic Training: Alfa • Basic Training: Romeo • Basic Training: Kilo 	<ul style="list-style-type: none"> • SPORTfit • SPORTfit • SPORTfit • SPORTfit
(C) explain the relationships among hydration, physical activity, and environmental conditions	Student Portfolio Updates	<ul style="list-style-type: none"> • Fueling Your Performance (Personally Fit Mini Lesson) 	<ul style="list-style-type: none"> • SPARKfit
(D) explain the relationship between physical fitness and wellness	<p>Walking Circuits Reflection Questions:</p> <ul style="list-style-type: none"> • What are the five components of health-related fitness? • Was it easy or difficult to get your heart rate into Zone 2? • What did you do to increase or decrease your heart rate while walking? <p>MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)</p>	<ul style="list-style-type: none"> • Create Your Own Walking Circuit • Create Your Own iRun Program 	<ul style="list-style-type: none"> • Wellness Walking • iRun

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(E) participate in a variety of activities that develop health-related physical fitness	Personal Fitness Program Development MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)	<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
(F) describe training principles appropriate to enhance cardiorespiratory endurance, muscular strength and endurance, and flexibility	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 the principle of overload to safely improve your muscular strength?</i>	<ul style="list-style-type: none"> • Create Your Own Strength Training Program • iFreestyle Aerobics • iCardio Kickboxing 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Group Fitness
(G) exhibit a basic level of competency in two or more aerobic and two or more anaerobic activities	Fitness Personal Best Assessments MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)	<ul style="list-style-type: none"> • iFreestyle Aerobics • iCardio Kickboxing • Basic Training: Sierra • Basic Training: Papa • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Group Fit • SPORTfit • SPORTfit • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(H) select and use appropriate technology tools to evaluate, monitor, and improve health- related fitness	Fitness Personal Best Think About... Fitness Goal Setting Progress Card	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Wellness Walking Personal Best • Fitness Goal Setting 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • SEL Lessons
(I) design and implement a personal fitness program that includes health-related fitness components	Fitness Personal Best Assessment Fitness Goal Setting Cards Create Your Own Strength Training Program Reflection Questions: <i>How did you decide which goal to select? • What factors impacted how you organized the daily workout? Why did you select certain exercises? • What excites you most about implementing your personal program? Why?</i> MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Goal Setting • Create Your Own Strength Training Program 	<ul style="list-style-type: none"> • Group Fitness • SEL Lessons • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(J) measure and evaluate personal skill-related components of physical fitness, including agility, balance, coordination, power, reaction time, and speed	Fitness Lab Assessment Pre- and Post Tests	<ul style="list-style-type: none"> Personally Fit Mini Lessons: Fitness Lessons 	<ul style="list-style-type: none"> SPARKfit
(K) measure and evaluate personal fitness in terms of health-related fitness components	Fitness Lab Assessment Pre- and Post Tests	<ul style="list-style-type: none"> Personally Fit Mini Lessons: Fitness Lessons 	<ul style="list-style-type: none"> SPARKfit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4			
Social and emotional health. During physical activity, the physically literate student develops positive self-management and social skills needed to work independently and with others. The student is expected to:			
(A) describe and analyze the relationship between physical activity and social and emotional health	Fitness Personal Best SEL Competencies: <ul style="list-style-type: none"> <i>Self-Awareness</i> <i>Self-assessment,</i> <i>self-efficacy</i> <i>Self-Management</i> <i>Goal-setting,</i> <i>self-discipline</i> <i>Relationship Skills Working with others</i> 	<ul style="list-style-type: none"> Fitness Personal Best Fitness Goal Setting 	<ul style="list-style-type: none"> Group Fitness SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • <i>Relationship Skills</i> • <i>Responsible Decision-Making</i> • <i>Evaluating</i> 		
(B) discuss how improvement is possible with appropriate practice	Fitness Personal Best Reflection Questions: <i>What makes a goal meaningful? Why?</i> • <i>What can you do to achieve your goals?</i> • <i>What are the health benefits of physical activity?</i>	<ul style="list-style-type: none"> • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness
(C) identify and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways	Fitness Goal Setting Think About... <i>What are your goals for next time we do this activity?</i> • <i>What are some activities you can do to improve your aerobic capacity?</i> • <i>Is it better to set goals that are easily attainable or that are more challenging to achieve</i>	<ul style="list-style-type: none"> • Fitness Goal Setting 	<ul style="list-style-type: none"> • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(D) explain how to accept successes and performance limitations of self and others by exhibiting appropriate behavior and response	SPARK Event: Studio Showdown Reflection Questions:	<ul style="list-style-type: none"> • SPARK Event: Studio Showdown 	<ul style="list-style-type: none"> • Group Fitness
(E) evaluate the impact of the use of technology on social and emotional health	<ul style="list-style-type: none"> • MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools) • Create Your Strength Training Program Log • Heart Rate Monitor Logs • Pedometer Logs 	<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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5			
Lifetime wellness. The physically literate student comprehends practices that will impact daily performance, physical activity, and health throughout the lifespan. The student is expected to			
(A) describe how sleep is essential to optimal performance and recovery	Student Portfolio	<ul style="list-style-type: none"> • Goal Setting Lesson: Habits 	<ul style="list-style-type: none"> • SPARKfit
(B) identify myths associated with physical activity and nutritional practices	Student Portfolio	<ul style="list-style-type: none"> • Fitness Lab Nutrition Lessons 	<ul style="list-style-type: none"> • SPARKfit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(C) explain the relationship between nutritional practices and physical activity	Student Portfolio	<ul style="list-style-type: none"> • Fitness Lab Nutrition Lessons 	<ul style="list-style-type: none"> • SPARKfit
(D) explain the risks of over training	Student Portfolio	<ul style="list-style-type: none"> • Fitness Lesson: How Do I Feel Today 	<ul style="list-style-type: none"> • SPARKfit
(E) evaluate consumer issues and trends related to physical fitness such as marketing claims promoting fitness and nutritional products, services, and supplements	Student Portfolio	<ul style="list-style-type: none"> • Me In My Environment Portfolio Update Session 	<ul style="list-style-type: none"> • SPARKfit
(F) analyze how nutrition, exercise, and other factors impact body composition	Student Portfolio	<ul style="list-style-type: none"> • Fitness Lab Nutrition Lessons 	<ul style="list-style-type: none"> • SPARKfit

Lifetime Recreation and Outdoor Pursuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Movement patterns and movement skills. The student demonstrates competency in five or more lifetime recreational and outdoor pursuits such as backpacking, camping, hiking, navigation, water sports, paddle sports, boater education, water safety education, angler education, hunter education, archery, outdoor survival and safety, climbing, adventure activities, challenge course or team building, lawn games, skating, skiing, cycling, and disc sports. The student is expected to:			
(A) demonstrate execution of basic skills in lifetime recreation and outdoor pursuits	Orienteering Performance Rubric	<ul style="list-style-type: none"> • Star Quest • The Deuce • Tri-Pod 	<ul style="list-style-type: none"> • Orienteering • Orienteering • Orienteering
(B) apply the rules and strategies of the selected lifetime recreation and outdoor pursuits	Orienteering <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes	<ul style="list-style-type: none"> • Wellness Walking Personal Best • Orienteering Personal Best • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Wellness Walking • Orienteering • Orienteering
(C) design a conditioning program for the selected lifetime recreation and outdoor pursuits	Student Portfolio (Fitness Lab) Create Your Own Wellness Walking Circuit MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)	<ul style="list-style-type: none"> • Fitness Lab • Fitness ASAP • Create Your Own Strength Training Program • Wellness Walking Circuit 	<ul style="list-style-type: none"> • SPARKfit • Strength Training • Strength Training • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Performance strategies. The physically literate student applies movement concepts and principles to the learning, development, and execution of motor skills applicable to the selected lifetime recreational and outdoor pursuits. The student is expected to:			
(A) modify movement during performance using appropriate internal and external feedback	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 • Orienteering
(B) identify critical elements for a successful performance during a specific activity	Orienteering Personal Best Think About...	<ul style="list-style-type: none"> • Orienteering • Personal Best 	<ul style="list-style-type: none"> • Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3			
Health, physical activity, and fitness. The physically literate student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			
(A) participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge	<p>MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)</p> <p>FUNctional Fitness Basic Training Reflection Question: • <i>How does FUNctional Fitness improve daily</i></p>	<ul style="list-style-type: none"> • Event: The Navigational Invitational • Walk-Jog-Run • Tri-Pod • FUNctional Fitness Basic Training 	<ul style="list-style-type: none"> • Orienteering • Wellness Walking • Orienteering • FUNctional Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>functioning, fitness, and sport performance?</i>		
(B) describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance	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 the principle of overload to safely improve your muscular strength?</i>	<ul style="list-style-type: none"> • Fitness Lab Fitness Concepts Mini Lessons • Fitness Personal Best • Basic Training: Continuous Integration 	<ul style="list-style-type: none"> • SPARKfit • iRun • iRun
(C) establish realistic and challenging health-related fitness goals	Wellness Walking Go the Distance Think About... Fitness Personal Best Reflection Questions: <i>What makes a goal meaningful? Why?</i> • <i>What can you do to achieve your goals?</i> • <i>What are the health</i>	<ul style="list-style-type: none"> • Go the Distance • Race Walking • Fitness Personal Best 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>benefits of physical activity?</i>		
(D) select and use appropriate technology tools to evaluate, monitor, and improve health- related fitness	<ul style="list-style-type: none"> • MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools) • Create Your Strength Training Program Log • Heart Rate Monitor Logs • Pedometer Logs 	<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
(E) analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits	<p>Walk and Talk Fun-day-mentals Jigsaw Think About...</p> <p>Walking Circuits Reflection Questions:</p> <ul style="list-style-type: none"> • What are the five components of health-related fitness? • Was it easy or difficult to get your heart rate into Zone 2? • What did you do to increase or 	<ul style="list-style-type: none"> • Walk and Talk Fun-day-mentals Jigsaw • Walking Circuits • Been There, Done That! • Walking Circuits 	<ul style="list-style-type: none"> • Wellness Walking • Wellness Walking • Wellness Walking (ASAP) • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	decrease your heart rate while walking?		
(F) design and participate in a personal health-related fitness program that has the potential to meet identified activity goals	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 • Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4			
Social and emotional health. The physically literate student articulates the benefit of time spent in recreation or outdoor pursuits to promote mental, social, and emotional health. The student is expected to:			
(A) demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits	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 • Spartan Adventure Race 101 	<ul style="list-style-type: none"> • Orienteering • Basketball • Flying Disc: Ultimate • Cooperatives: Adventure Racing
(B) demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities	Spartan Adventure Race 201 Reflection Questions: <ul style="list-style-type: none"> • <i>How well did you encourage your</i> 	<ul style="list-style-type: none"> • Event: The Navigational Invitational • Spartan Adventure Race 101 	<ul style="list-style-type: none"> • Orienteering • Cooperatives: Adventure Racing • Cooperatives: Adventure Racing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>teammates? • What did you say or do to encourage each other?</i></p> <p><i>• How well did you follow the rules of the race? • What did you do to ensure that you followed all of the rules of the race?</i></p> <p>Specific Unit:</p> <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Spartan Adventure Race 201 	
(C) evaluate the impact of the use of technology on social and emotional health	<ul style="list-style-type: none"> • MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools) • Create Your Strength Training Program Log 	<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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> Heart Rate Monitor Logs Pedometer Logs 		
(D) analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits	Student Portfolio	<ul style="list-style-type: none"> Portfolio Update Sessions (PF1-PF5) 	<ul style="list-style-type: none"> SPARKfit
(E) design a personal wellness plan that includes time engaging in outdoor pursuits	Student Portfolio	<ul style="list-style-type: none"> Fitness Lab 	<ul style="list-style-type: none"> SPARKfit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5			
Lifetime wellness. The physically literate student recognizes the relationship between lifetime recreation or outdoor pursuits and health. The student is expected to:			
(A) list and describe safety equipment used in selected lifetime recreation and outdoor pursuits	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"> Orienteering Orienteering Orienteering
(B) explain and follow safety procedures during selected lifetime recreation and outdoor pursuits	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"> Orienteering Orienteering Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(C) identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits	<p>Walk and Talk Fun-day-mentals Jigsaw Think About...</p> <p>Walking Circuits Reflection Questions:</p> <ul style="list-style-type: none"> • What are the five components of health-related fitness? • Was it easy or difficult to get your heart rate into Zone 2? • What did you do to increase or decrease your heart rate while walking? 	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best • Walking Circuits 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking • Wellness Walking
(D) describe how sleep is essential to optimal performance and recovery	Student Portfolio	<ul style="list-style-type: none"> • Fitness Lab Goal Setting Strategies: Habits 	<ul style="list-style-type: none"> • SPARKfit
(E) analyze the advantages and disadvantages of lifetime recreation and outdoor pursuits and their effects on personal fitness	<p>Fitness Personal Best Assessments</p> <p>Create Your Own Wellness Walking Circuit Card</p>	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best • Walking Circuits 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking • Wellness Walking
(F) provide evidence of developing and maintaining health-related fitness	Fitness Personal Best Assessments	<ul style="list-style-type: none"> • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Create Your Own Wellness Walking Circuit Card	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Walking Circuits 	<ul style="list-style-type: none"> • Wellness Walking
(G) design safe practices and procedures to improve skill during an activity	Orienteering <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Orienteering Personal Best • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Orienteering • Orienteering

Skill-Based Lifetime Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Movement patterns and movement skills. The physically literate student applies movement skills while participating in a minimum of five lifelong activities, including one from each of the following categories: target, striking and fielding, fitness, rhythmic, and innovative games and activities with international significance. The student is expected to:			
(A) exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target games, bowling, and golf	Specific Unit Fundamental Skills Assessment	<ul style="list-style-type: none"> • Badminton • Adventure Race • Fun-day-mentals Jigsaw • Bowl-Around 	<ul style="list-style-type: none"> • Badminton • Flying Disc • Cricket
(B) exhibit a level of competency in one or more striking and fielding activities such as kickball, softball, baseball, and racquet sports	Specific Unit Fundamental Skills Assessment	<ul style="list-style-type: none"> • SPARK Event: Crackerjack Classic • SPARK Event: The Grand Slam • SPARK Event: The Cricket World Cup 	<ul style="list-style-type: none"> • Softball • Tennis • Cricket
(C) exhibit a level of competency in one or more fitness activities that promote cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility	Specific Unit Fundamental Skills Assessment	<ul style="list-style-type: none"> • Fitness Lab • Fitness Personal Best • Create Your Own Strength Training Program 	<ul style="list-style-type: none"> • SPARKfit • Group Fitness • Strength Training
(D) exhibit a level of competency in one or more rhythmic activities	Specific Unit Fundamental Skills Assessment	<ul style="list-style-type: none"> • Brain Boostin' Boogie • Waltzing Royalty Jigsaw • iFreestyle Aerobics 	<ul style="list-style-type: none"> • Dance • Dance • Group Fitness • SPARKdance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> Night Fever Hustle 	
(E) exhibit a level of competency in one or more innovative games and activities with international significance such as cricket, futsal, speed ball, and team handball	Specific Unit Fundamental Skills Assessment	<ul style="list-style-type: none"> Quick Cricket Speed Trap Strike a Balance 	<ul style="list-style-type: none"> Cricket Speedball Pickleball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Performance strategies. The physically literate student applies tactics and strategies to be successful in skill-based lifetime activities. The student is expected to:			
(A) perform skills and strategies consistently	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
(B) modify movement during performance using appropriate internal and external feedback	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(C) describe appropriate practice procedures to improve skill and strategy in a sport	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
(D) identify the critical elements for successful performance	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
(E) demonstrate proper officiating techniques, including hand signals, verbal communication, and application of rules, to ensure safe participation in activities	<ul style="list-style-type: none"> • SportFit Instructor Tracking Sheet • SportFit Performance Log • SportFit Leader Certification Peer Checklist • Fundamental Skills Assessment 	<ul style="list-style-type: none"> • SPARK Event: SportFit Games 	<ul style="list-style-type: none"> • SportFit
(F) keep score accurately during games or activities	<ul style="list-style-type: none"> • SportFit Instructor Tracking Sheet 	<ul style="list-style-type: none"> • SPARK Event: SportFit Games 	<ul style="list-style-type: none"> • SportFit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • SportFit Performance Log • SportFit Leader Certification Peer Checklist • Fundamental Skills Assessment 		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3			
Health, physical activity, and fitness. The physically literate student applies knowledge of health and fitness principles to participation in skill-based lifetime activities. The student is expected to:			
(A) establish realistic and challenging health-related fitness goals for selected skill-based lifetime activities	Create Your Own Strength Training Program Reflection Questions: <i>How did you decide which goal to select? • What factors impacted how you organized the daily workout? Why did you select certain</i>	<ul style="list-style-type: none"> • Fitness Lab • Fitness Personal Best • Create Your Own Strength Training Program 	<ul style="list-style-type: none"> • SPARKfit • Group Fitness • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>exercises? • What excites you most about implementing your personal program? Why?</i></p> <p>Portfolio Updates</p> <p>Fitness Personal Best Reflection Questions: <i>What makes a goal meaningful? Why? • What can you do to achieve your goals? • What are the health benefits of physical activity?</i></p> <p>MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)</p>		
(B) apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities	MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)	<ul style="list-style-type: none"> • Event: The Navigational Invitational • Big D (4-on-4 Royal Court) • D-Fence (5-on-5 Royal Field) 	<ul style="list-style-type: none"> • Orienteering • Basketball • Football • World Games: Cricket

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Run the Wickets! 	
(C) analyze health and fitness benefits derived from participating in skill-based lifetime activities	Fitness Personal Best Assessment Fitness Personal Best Think About... MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)	<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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 Social and emotional health. The physically literate student applies principles for social and emotional health to participation in selected skill-based lifetime activities. The student is expected to:			
(A) 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 • Spartan Adventure Race 101 	<ul style="list-style-type: none"> • Orienteering • Basketball • Flying Disc: Ultimate • Football • Cooperatives: Adventure Racing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(B) explain the importance of accepting 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
(C) explain the importance of accepting successes and performance limitations of self and others	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"> • Orienteering • Football • Hockey
(D) discuss the importance of accepting personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment while officiating	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
(E) discuss and apply ways to respond to challenges, successes, and failures in physical activities in socially appropriate ways	SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief) Hidden Rules Think About...	<ul style="list-style-type: none"> • The Navigational Invitational • The V League Classic • The Cricket World Cup • Hidden Rules 	<ul style="list-style-type: none"> • Orienteering • Volleyball • World Games: Cricket • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>What happened during the game? Were the players on Team 1 unhappy? • Was there a conflict or confusion? • Was there a potential for danger? • What happens when there are not the same rules for everyone? • Why do you think we need rules? • Imagine a life without rules. What would be the consequences for traffic, health and safety, for living in a community? • What happens in a sports game when the rules are not applied in the same way for everyone?</i></p>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 Lifetime wellness. The physically literate student applies wellness principles to participation in selected skill-based lifetime activities. The student is expected to			
(A) select and participate in at least one skill-based lifetime activity that provides for enjoyment and challenge from each category, including target, striking and fielding, fitness, rhythmic, and innovative games and activities with international significance	MVPA Wellness Journal (SPARKfit Fitness Lab Assessment Tools)	<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"> • Orienteering • Basketball • Football • World Games: Cricket
(B) describe how sleep is essential to optimal performance and recovery	Student Portfolio	<ul style="list-style-type: none"> • Fitness Lab Goal Setting Strategies: Habits 	<ul style="list-style-type: none"> • SPARKfit