

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

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

2021

Kindergarten

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1			
Movement Patterns and Movement Skills			
Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:			
(A) practice proper foot patterns and form and maintain balance while hopping, galloping, running, sliding, skipping, and walking	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
(B) practice correct technique while jumping in place, forward and backward, and side to side	Jumping Rubric	<ul style="list-style-type: none"> • Jumping and Landing Patterns • Jumping and Landing • Stationary Rope Jumping 	<ul style="list-style-type: none"> • Jumping • Balance, Stunts and Tumbling • Jumping
(C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of two skills	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(D) spin and roll at different levels, speeds, and positions	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
<p>Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:</p>			
(A) maintain balance while bearing weight using different bases 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
(B) practice bending, stretching, twisting, and curling while maintaining balance	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
<p>Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:</p>			
(A) self-toss an object and throw underhand with opposite foot forward	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
(B) catch a self-dropped ball before it bounces twice and catch a self-tossed object before it hits the ground	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking Rubric 	<ul style="list-style-type: none"> • Bounce and Catch Introduction • Self-Toss and Catch 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> Catching and Throwing Rubric 	<ul style="list-style-type: none"> Catching and Throwing Circuit 	<ul style="list-style-type: none"> Catching and Throwing Catching and Throwing
(C) practice dribbling with one hand	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> Dribbling Introduction 	<ul style="list-style-type: none"> Dribbling, Volleying, and Striking
(D) tap a ball using the inside of the foot	Kicking & Trapping Rubric	<ul style="list-style-type: none"> Dribbling “Soccer Style” 	<ul style="list-style-type: none"> Kicking & Trapping
(E) kick a stationary ball from a stationary position	Kicking & Trapping Rubric	<ul style="list-style-type: none"> Kicking for Distance Kicking for Accuracy 	<ul style="list-style-type: none"> Kicking & Trapping Kicking & Trapping
(F) volley a lightweight object to self	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> Volleying and Striking Introduction Keep It Up Sheep Dogs 	<ul style="list-style-type: none"> Dribbling, Volleying, and Striking Dribbling, Volleying, and Striking Dribbling, Volleying, and Striking
(G) strike a lightweight object using hand or short-handled implement	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> Striking with Paddles Paddle Circuit 	<ul style="list-style-type: none"> Dribbling, Volleying, and Striking Dribbling, Volleying, and Striking
(H) jump at least once with a self-turned rope	Jumping Rubric	<ul style="list-style-type: none"> Individual Rope Jumping I Individual Rope Jumping II 	<ul style="list-style-type: none"> Jumping Jumping
(I) demonstrate swinging a long rope back and forth with a partner	Jumping Rubric	<ul style="list-style-type: none"> Long Rope Turning in Pairs 	<ul style="list-style-type: none"> Jumping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness</p>			
<p>(A) differentiate between personal and general space while moving to simple rhythms and maintaining balance</p>	<p>Building a Foundation Rubric</p>	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
<p>(B) demonstrate a variety of pathways, shapes, and levels while maintaining balance</p>	<p>Building a Foundation Rubric</p>	<ul style="list-style-type: none"> • General Space and Creative Moves • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
<p>(C) demonstrate clear contrast when moving in different speeds and directions while maintaining balance</p>	<p>Building a Foundation Rubric</p>	<ul style="list-style-type: none"> • Tempos and Creative Moves • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
<p>Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.</p>			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
The student is expected to mirror and follow teacher movement and basic rhythm patterns.	ASAP Rubric	<ul style="list-style-type: none"> Alley Cat Marching Band Monkey See, Monkey Do 	<ul style="list-style-type: none"> ASAP ASAP ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Performance Strategies			
The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:			
(A) demonstrate the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games while maintaining appropriate space and speed	<ul style="list-style-type: none"> Building a Foundation Rubric Games Rubric Chasing and Fleeing Reflection <p>Questions: <i>What strategies did you use to avoid being tagged? (Change tempo, direction, level,</i></p>	<ul style="list-style-type: none"> Chasing and Fleeing Tag Cookie Monster Tag Color Tag 	<ul style="list-style-type: none"> Building a Foundation Games Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>pathway, dodge, fake.)</i>		
(B) practice the correct techniques for motor development skills following teacher direction	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • Parachute Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Parachute
(C) demonstrate safe practices by following rules, procedures, and directions during class and activities	<ul style="list-style-type: none"> • Parachute Rubric • Games Rubric • Fair Play Hoopla Think About... <i>How did it feel when everyone in the class played fairly?</i>	<ul style="list-style-type: none"> • Fair Play Hoopla • Changing Places • Frog Crossing • Grouping and Moving Together 	<ul style="list-style-type: none"> • SEL Lessons • Parachute • Games • Building a Foundation
Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits.			
The student is expected to discuss outdoor recreation and health and fitness activities in school and the community.	Building a Foundation Fitness Introduction Reflection Question: <i>Can you identify things that people can do to keep their hearts and bodies healthy?</i>	<ul style="list-style-type: none"> • Lifetime Wellness 	<ul style="list-style-type: none"> • SPARKhome

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Health, Physical Activity, and Fitness			
Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:			
(A) discuss the immediate effect of physical activity on the heart and lungs	Fitness Introduction Reflection Questions: <ul style="list-style-type: none"> • <i>Name some activities we did today that made your heart beat faster.</i> • <i>Can you identify things that people do to keep their hearts and bodies healthy?</i> 	<ul style="list-style-type: none"> • Fitness Introduction • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP • ASAP
(B) describe the importance of daily active play	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 • Building a Foundation
(C) participate in exercises that promote health-related fitness	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
Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(A) describe the importance of goal setting	Sample Debrief Question: <i>Why is it important to set goals for yourself?</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
(B) identify how to measure improvement in physical skills such as counting the number of times a student can hop while maintaining balance.	Sample Debrief Question: <i>What are some ways you can tell if your skills are improving?</i>	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Stunts Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Balance, Stunts, and Tumbling
Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:			
(A) recognize that eating a variety of foods produces energy for physical activity	<ul style="list-style-type: none"> • Sugar and Fat Tag Reflection Question: <i>How is physical activity related to nutrition?</i> • Fruits and Veggies Tag Integrations: <i>Why is it important to eat fruits and vegetables every day?</i> 	<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
(B) identify the best source of hydration during physical activity	Sample Debrief Question: <i>What is the healthiest thing you can</i>	<ul style="list-style-type: none"> • Fitness Introduction • Parachute Fitness 	<ul style="list-style-type: none"> • Building a Foundation • Parachute

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>drink while exercising? Why?</i>		
Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:			
(A) identify proper clothing and footwear for physical activity	Protective equipment /clothing not specifically addressed in K-2 curriculum		
(B) identify safety precautions, including pedestrian, water, sun, and cycling safety, with teacher guidance	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 Social and Emotional			
Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:			
(A) give examples of consequences resulting from personal actions	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> Self-Awareness and Mindfulness 	<ul style="list-style-type: none"> SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(B) demonstrate respect for differences and similarities in abilities of self and others;	<ul style="list-style-type: none"> • Using T-Charts for Teaching SEL Skills • Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> • Respecting Buddies • Chasing Kindness • Cultural Diversity Through Dance 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons • SEL Lessons
(C) identify personal impulses and emotions with teacher guidance	<ul style="list-style-type: none"> • Using T-Charts for Teaching SEL Skills • Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> • Emotion Roller Coaster 	<ul style="list-style-type: none"> • SEL Lessons
<p>Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>			
(A) demonstrate respect and cooperation through words and actions with teacher guidance	<p>Respecting Buddies Wrap It Up: <i>How did you show respect in PE class today?</i></p> <ul style="list-style-type: none"> • <i>Why is it important to show respect to others?</i> 	<ul style="list-style-type: none"> • Respecting Buddies • Chasing Kindness • Cultural Diversity Through Dance 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons • SEL Lessons
(B) communicate feelings and thoughts appropriately with teacher guidance	<ul style="list-style-type: none"> • Using T-Charts for Teaching SEL Skills 	<ul style="list-style-type: none"> • Emotion Roller Coaster 	<ul style="list-style-type: none"> • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> Recess Activities Peaceful Resolution Cards 		
Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges.			
The student is expected to explain why some physical activities are challenging.	<p>Sample debrief question:</p> <ul style="list-style-type: none"> <i>Name some activities that were difficult when you first tried them. What made them challenging?</i> 	<ul style="list-style-type: none"> Orientation and Personal Space Parachute Introduction Stunts Orientation 	<ul style="list-style-type: none"> Building a Foundation Parachute Balance, Stunts, and Tumbling
Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback.			
The student is expected to listen respectfully and respond appropriately to corrective feedback with teacher guidance	<ul style="list-style-type: none"> Building a Foundation Rubric Parachute Rubric 	<ul style="list-style-type: none"> Movement Concepts Using Hoops Space Mountain Super Hero's Cape 	<ul style="list-style-type: none"> Building a Foundation Parachute Parachute

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5			
Lifetime Wellness			
Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(A) participate in moderate to vigorous physical activity on a regular basis	<ul style="list-style-type: none"> • Games Performance Rubric 	<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) identify physical activity for personal enjoyment with teacher guidance	<p>Sample debrief question:</p> <ul style="list-style-type: none"> • <i>Name physical activities that you enjoy.</i> 	<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

1st Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Movement Patterns and Movement Skills			
Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:			
(A) practice proper foot patterns and form and maintain balance while hopping, galloping, running, sliding, skipping, and walking	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
(B) practice correct technique while jumping in place, forward and backward, and side to side	Jumping Rubric	<ul style="list-style-type: none"> • Jumping and Landing Patterns • Jumping and Landing • Stationary Rope Jumping 	<ul style="list-style-type: none"> • Jumping • Balance, Stunts and Tumbling • Jumping
(C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of two skills	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
(D) spin and roll at different levels, speeds, and positions	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<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
<p>Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:</p>			
(A) maintain balance while bearing weight using different bases 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
(B) practice bending, stretching, twisting, and curling while maintaining balance	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
<p>Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:</p>			
(A) demonstrate key elements of self-tossing and throwing underhand while stepping with the opposite foot forward to a target	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
(B) demonstrate key elements of catching an accurately and softly thrown large ball and a self-tossed object	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Catching and Throwing Circuit • Self-Toss and Catch 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
			<ul style="list-style-type: none"> • Catching and Throwing
(C) practice dribbling continuously with one hand while stationary using preferred hand	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Dribbling Introduction 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
(D) tap or dribble a ball using the inside of the foot while walking	Kicking & Trapping Rubric	<ul style="list-style-type: none"> • Dribbling “Soccer Style” 	<ul style="list-style-type: none"> • Kicking & Trapping
(E) approach and kick a stationary ball	Kicking & Trapping Rubric	<ul style="list-style-type: none"> • Kicking for Distance • Kicking for Accuracy 	<ul style="list-style-type: none"> • Kicking & Trapping • Kicking & Trapping
(F) volley a lightweight object to self and partner	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Volleying and Striking Introduction • Keep It Up • Sheep Dogs 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
(G) strike an object using a short-handled implement, projecting the object upward	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Striking with Paddles • Paddle Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
(H) jump consecutively with a self-turned rope	Jumping Rubric	<ul style="list-style-type: none"> • Individual Rope Jumping I • Individual Rope Jumping II 	<ul style="list-style-type: none"> • Jumping • Jumping
(I) turn a long rope	Jumping Rubric	<ul style="list-style-type: none"> • Long Rope Turning in Pairs 	<ul style="list-style-type: none"> • Jumping
<p>Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness</p>			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(A) move in personal and general space to rhythms and beats while maintaining balance	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
(B) travel over, under, around, and through using a variety of pathways, shapes, and levels	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
(C) differentiate between fast and slow speeds, strong and light force, and various directions	Building a Foundation Rubric	<ul style="list-style-type: none"> • Tempos and Creative Moves • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
<p>Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.</p>			
The student is expected to mirror and follow teacher movement and basic rhythm patterns in four counts.	ASAP Rubric	<ul style="list-style-type: none"> • Alley Cat • Marching Band • Monkey See, Monkey Do 	<ul style="list-style-type: none"> • ASAP • ASAP • ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 Performance Strategies			
Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:			
(A) apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games	<ul style="list-style-type: none"> • Building a Foundation Rubric • Games Rubric • Chasing and Fleeing Reflection Questions: <i>What strategies did you use to avoid being tagged? (Change tempo, direction, level, pathway, dodge, fake.)</i> 	<ul style="list-style-type: none"> • Chasing and Fleeing • Cookie Monster Tag • Color Tag 	<ul style="list-style-type: none"> • Building a Foundation • Games • Games
(B) identify and follow teacher instructions to improve performance for specific motor development skills	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • Parachute Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Parachute
(C) demonstrate safe practices by using equipment appropriately and	<ul style="list-style-type: none"> • Parachute Rubric 	<ul style="list-style-type: none"> • Fair Play Hoopla 	<ul style="list-style-type: none"> • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
respecting personal space with teacher guidance	<ul style="list-style-type: none"> Games Rubric Fair Play Hoopla Think About... <i>How did it feel when everyone in the class played fairly?</i>	<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
Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits.			
The student is expected to identify outdoor recreation and health and fitness activities in school and the community	Building a Foundation Fitness Introduction Reflection Question: <i>Can you identify things that people can do to keep their hearts and bodies healthy?</i>	<ul style="list-style-type: none"> Lifetime Wellness 	<ul style="list-style-type: none"> SPARKhome

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3			
Health, Physical Activity, and Fitness			
Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to			
(A) identify the immediate effect of physical activity on the heart and lungs	Fitness Introduction Reflection Questions: <ul style="list-style-type: none"> <i>Name some activities we did today that made</i> 	<ul style="list-style-type: none"> Fitness Introduction Chasing and Fleeing High-Five Tag Frogs Across the Pond 	<ul style="list-style-type: none"> Building a Foundation Building a Foundation ASAP ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>your heart beat faster.</i></p> <p><i>Can you identify things that people do to keep their hearts and bodies healthy?</i></p>		
(B) explain the importance of warm-ups and cool-downs for physical activity	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 • Building a Foundation
(C) demonstrate exercises that promote health-related fitness	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
<p>Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to</p>			
(A) develop a health-related goal with teacher guidance	Sample Debrief Question: <i>Why is it important to set goals for yourself?</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
(B) explain how to measure improvement in physical skills with or without a measuring tool	Sample Debrief Question: <i>What are some ways you can tell if your skills are improving?</i>	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Stunts Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Balance, Stunts, and Tumbling
<p>Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:</p>			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(A) identify healthy foods that produce energy for physical activity	<ul style="list-style-type: none"> Sugar and Fat Tag Reflection Question: <i>How is physical activity related to nutrition?</i> Fruits and Veggies Tag Integrations: <i>Why is it important to eat fruits and vegetables every day?</i> 	<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
(B) identify different hydration options, including water, that enhance physical activity	Sample Debrief Question: <i>What are some things you can drink while exercising? How can they help you while you're exercising?</i>	<ul style="list-style-type: none"> Fitness Introduction Parachute Fitness 	<ul style="list-style-type: none"> Building a Foundation Parachute
Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:			
(A) identify proper clothing, footwear, and safety equipment for a variety of physical activities	Safety equipment not specifically addressed in K-2 curriculum		
(B) identify and describe safety precautions, including pedestrian,	Sample debrief question:	<ul style="list-style-type: none"> Squirrels in the Trees (Park Ranger extension) 	<ul style="list-style-type: none"> Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
water, sun, and cycling safety with teacher guidance	<i>How can you protect yourself from the sun when playing outdoors?</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4			
Social and Emotional			
Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:			
(A) describe how personal actions may have positive or negative consequences	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> Self-Awareness and Mindfulness 	<ul style="list-style-type: none"> SEL Lessons
(B) demonstrate respect for differences and similarities in the abilities of self and others	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> Respecting Buddies Chasing Kindness Cultural Diversity Through Dance 	<ul style="list-style-type: none"> SEL Lessons SEL Lessons SEL Lessons
(C) identify personal impulses and emotions with teacher guidance	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills 	<ul style="list-style-type: none"> Emotion Roller Coaster 	<ul style="list-style-type: none"> SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • Recess Activities Peaceful Resolution Cards 		
<p>Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>			
<p>(A) demonstrate respect for and cooperation between self and others through words and actions with teacher guidance</p>	<p>Respecting Buddies Wrap It Up: <i>How did you show respect in PE class today?</i></p> <ul style="list-style-type: none"> • <i>Why is it important to show respect to others?</i> 	<ul style="list-style-type: none"> • Respecting Buddies • Chasing Kindness • Cultural Diversity Through Dance 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons • SEL Lessons
<p>(B) communicate feelings and thoughts appropriately with teacher guidance</p>	<ul style="list-style-type: none"> • Using T-Charts for Teaching SEL Skills • Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> • Emotion Roller Coaster 	<ul style="list-style-type: none"> • SEL Lessons
<p>Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges.</p>			
<p>The student is expected to explain how, with practice, challenges in physical activities can turn into successes.</p>	<p>Sample debrief question:</p> <ul style="list-style-type: none"> • <i>Name some activities that were difficult when you first tried them. What</i> 	<ul style="list-style-type: none"> • Orientation and Personal Space • Parachute Introduction • Stunts Orientation 	<ul style="list-style-type: none"> • Building a Foundation • Parachute • Balance, Stunts, and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>did you do to turn those challenges into success?</i>		
Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback.			
The student is expected to listen respectfully and respond appropriately to corrective feedback with teacher guidance.	<ul style="list-style-type: none"> • Building a Foundation Rubric • Parachute Rubric 	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Space Mountain • Super Hero's Cape 	<ul style="list-style-type: none"> • Building a Foundation • Parachute • Parachute

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 Lifetime Wellness			
Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:			
(A) participate in moderate to vigorous physical activity on a regular basis	Games Performance Rubric	<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 physical activity for personal enjoyment with teacher guidance	Sample debrief question: <i>Name physical activities that you enjoy.</i>	<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

2nd Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Movement Patterns and Movement Skills			
Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:			
(A) practice and apply correct technique while hopping, galloping, running, sliding, 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
(B) demonstrate correct jumping and landing technique while consecutively jumping in place, forward and backward, side to side, half turns, and in tuck position	Jumping Rubric	<ul style="list-style-type: none"> • Jumping and Landing Patterns • Jumping and Landing Stationary Rope Jumping 	<ul style="list-style-type: none"> • Jumping • Balance, Stunts and Tumbling • Jumping
(C) demonstrate basic balancing, cross lateralization, and sequencing of three skills with repetition	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(D) spin and roll at different levels, speeds, and positions	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
<p>Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:</p>			
(A) demonstrate maintaining balance standing on one foot while placing the free leg in a variety of different positions for eight seconds	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) differentiate between bending, stretching, twisting, curling, pushing, pulling, and swaying	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
<p>Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:</p>			
(A) demonstrate key elements in underhand throwing to a partner and overhand throwing to a target with opposite foot forward	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
(B) demonstrate key elements when catching an accurately and softly thrown large ball without trapping against the body	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing
(C) demonstrate key elements of hand dribbling while walking	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Dribbling Introduction 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
(D) dribble a ball with control using both feet while walking	Kicking & Trapping Rubric	<ul style="list-style-type: none"> • Control Dribble Around Obstacles • Tunnel Dribble 	<ul style="list-style-type: none"> • Kicking & Trapping • Kicking & Trapping
(E) kick a moving ball using a continuous running approach	Kicking & Trapping Rubric	<ul style="list-style-type: none"> • Kicking for Distance • Kicking for Accuracy 	<ul style="list-style-type: none"> • Kicking & Trapping • Kicking & Trapping
(F) volley a lightweight object with consecutive hits to self or partner	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Paddle Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
(G) strike a stationary object off the ground or an elevated surface with a hand or short- or long-handled implement consecutively	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Paddle Circuit • Batter Up! 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
(H) jump forward and backward with a self-turned rope	Jumping Rubric	<ul style="list-style-type: none"> • Individual Rope Jumping I • Individual Rope Jumping II 	<ul style="list-style-type: none"> • Jumping • Jumping
(I) demonstrate turning and jumping a long rope	Jumping Rubric	<ul style="list-style-type: none"> • Long Rope Turning in Pairs • Long Rope Jumping I 	<ul style="list-style-type: none"> • Jumping • Jumping • Jumping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Long Rope Jumping II 	
<p>Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:</p>			
(A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and general space	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
(B) combine pathways, shapes, and levels into simple sequences	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
(C) combine speed and direction as directed by the teacher	Building a Foundation Rubric	<ul style="list-style-type: none"> • Tempos and Creative Moves • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.			
The student is expected to demonstrate simple rhythmic sequences using various locomotor and coordination skills in eight counts.	Dance Rubric	<ul style="list-style-type: none"> • Hawaiian Roller Coaster Ride • Tarantella • Mayones 	<ul style="list-style-type: none"> • Dance • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 Performance Strategies			
Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:			
(A) apply the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games at low, middle, and high levels with appropriate speed and direction	<ul style="list-style-type: none"> • Building a Foundation Rubric • Games Rubric • Chasing and Fleeing Reflection Questions: 	<ul style="list-style-type: none"> • Chasing and Fleeing Tag • Cookie Monster • Color Tag 	<ul style="list-style-type: none"> • Building a Foundation • Games • Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>What strategies did you use to avoid being tagged? (Change tempo, direction, level, pathway, dodge, fake.)</i></p>		
(B) participate in appropriate drills and activities to enhance the learning of specific motor development skills	Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • Parachute Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Parachute
(C) demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance	<ul style="list-style-type: none"> • Parachute Rubric • Games Rubric <p>Fair Play Hoopla Think About... <i>How did it feel when everyone in the class played fairly?</i></p>	<ul style="list-style-type: none"> • Fair Play Hoopla • Changing Places • Frog Crossing • Grouping and Moving Together 	<ul style="list-style-type: none"> • SEL Lessons • Parachute • Games • Building a Foundation
Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits.			
The student is expected to describe outdoor recreation and health and fitness activities in school and the community.	Building a Foundation Fitness Introduction Reflection Question: <i>Can you identify things that people can do to keep their hearts and bodies healthy?</i>	<ul style="list-style-type: none"> • Lifetime Wellness 	<ul style="list-style-type: none"> • SPARKhome

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Health, Physical Activity, and Fitness			
Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:			
(A) list the benefits of regular physical activity on the heart and lungs	Fitness Introduction Reflection Questions: <ul style="list-style-type: none"> • <i>Name some activities we did today that made your heart beat faster.</i> <i>Can you identify things that people do to keep their hearts and bodies healthy?</i>	<ul style="list-style-type: none"> • Fitness Introduction • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP • ASAP
(B) define frequency and endurance as it relates to physical activities	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 • Building a Foundation
(C) demonstrate correct technique of exercises that promote health-related fitness	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
Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(A) develop health-and skill-related goals with teacher guidance	Sample Debrief Question: <i>Why is it important to set goals for yourself?</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
(B) identify how to measure improvement and track progress in physical skills with a measuring tool	Sample Debrief Question: <i>What are some ways you can tell if your skills are improving?</i>	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Stunts Circuit 	<ul style="list-style-type: none"> • Catching and Throwing Balance, Stunts, and Tumbling
Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:			
(A) identify the types of food that produce energy to enhance physical activity	<ul style="list-style-type: none"> • Sugar and Fat Tag Reflection Question: <i>How is physical activity related to nutrition?</i> • Fruits and Veggies Tag Integrations: <i>Why is it important to eat fruits and vegetables every day?</i> 	<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
(B) explain the need for proper hydration to enhance physical activity.	Sample Debrief Question: <i>Why do you</i>	<ul style="list-style-type: none"> • Fitness Introduction • Parachute Fitness 	<ul style="list-style-type: none"> • Building a Foundation • Parachute

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>need to drink while exercising?</i>		
Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:			
(A) explain how proper attire and safety equipment promote safe participation and prevent injury in a variety of physical activities	Safety equipment not specifically addressed in K-2 curriculum		
(B) identify and explain safety precautions, including pedestrian, water, sun, cycling, and skating safety	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 Social and Emotional			
Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:			
(A) differentiate between the positive and negative consequences of personal actions	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(B) explain and demonstrate respect for differences and similarities in abilities of self and others	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards
(C) identify self-management skills to control personal impulses and emotions.	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards 	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills Recess Activities Peaceful Resolution Cards
<p>Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>			
(A) identify the causes of problems and propose solutions with teacher guidance	<p>Respecting Buddies Wrap It Up: <i>How did you show respect in PE class today?</i></p> <ul style="list-style-type: none"> <i>Why is it important to show respect to others?</i> 	<ul style="list-style-type: none"> Respecting Buddies Chasing Kindness Cultural Diversity Through Dance 	<ul style="list-style-type: none"> SEL Lessons SEL Lessons SEL Lessons
(B) communicate feelings and thoughts appropriately without cue	<ul style="list-style-type: none"> Using T-Charts for Teaching SEL Skills 	<ul style="list-style-type: none"> Emotion Roller Coaster 	<ul style="list-style-type: none"> SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • Recess Activities • Peaceful Resolution Cards 		
Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges.			
The student is expected to explain how practicing challenging physical activities can build confidence and minimize frustration when learning skills.	<p>Sample debrief question:</p> <ul style="list-style-type: none"> • <i>Name some activities that were difficult when you first tried them. What did you do to turn those challenges into success? How did that build your confidence?</i> 	<ul style="list-style-type: none"> • Orientation and Personal Space • Parachute Introduction • Stunts Orientation 	<ul style="list-style-type: none"> • Building a Foundation • Parachute • Balance, Stunts, and Tumbling
Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback.			
The student is expected to listen respectfully and respond appropriately to specific corrective feedback with teacher guidance.	<ul style="list-style-type: none"> • Building a Foundation Rubric • Parachute Rubric 	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Space Mountain • Super Hero's Cape 	<ul style="list-style-type: none"> • Building a Foundation • Parachute • Parachute

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 Lifetime Wellness			
Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to			
(A) participate in moderate to vigorous physical activity on a regular basis	Games Performance Rubric	<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) identify and select physical activities for personal enjoyment	Sample debrief question: <i>Name physical activities that you enjoy.</i>	<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

3rd Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Movement Patterns and Movement Skills			
Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:			
(A) demonstrate correct technique while hopping, galloping, running, sliding, skipping, and leaping	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
(B) demonstrate correct jumping and landing technique from different heights	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 intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of three skills with repetition	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
(D) spin and roll with control at different levels, speeds, and positions with manipulatives	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
Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(A) demonstrate moving in and out of a balanced position with control during dynamic activities	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
(B) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
<p>Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:</p>			
(A) demonstrate key elements in underhand and overhand throwing to a partner with accuracy	<ul style="list-style-type: none"> • Softball Performance Rubric • Softball Self-Check 	<ul style="list-style-type: none"> • Partner Throw and Catch • Pitch and Catch • Out at Home! 	<ul style="list-style-type: none"> • Softball • Softball • Softball
(B) demonstrate key elements when catching an accurately and softly thrown large ball with a partner without trapping against the body	<ul style="list-style-type: none"> • Softball Performance Rubric • Softball Self-Check 	<ul style="list-style-type: none"> • Partner Throw and Catch • Pitch and Catch 	<ul style="list-style-type: none"> • Softball • Softball
(C) demonstrate key elements of hand dribbling while slowly jogging and maintaining ball control	<ul style="list-style-type: none"> • Basketball Performance Rubric • Basketball Self-Check 	<ul style="list-style-type: none"> • Dribbling Drills • Basketball Skills Stations 	<ul style="list-style-type: none"> • Basketball • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(D) dribble a ball with control using both feet while slowly jogging	<ul style="list-style-type: none"> • Soccer Performance Rubric • Soccer Self-Check 	<ul style="list-style-type: none"> • Soccer Hoopla • Rainforest 	<ul style="list-style-type: none"> • Soccer • Soccer
(E) kick a moving ball on the ground and in the air using a continuous running approach	Soccer Performance Rubric	<ul style="list-style-type: none"> • 5-Player Kick and Dribble 	<ul style="list-style-type: none"> • Soccer
(F) demonstrate correct technique in volleying to a wall or partner and over an object or net	<ul style="list-style-type: none"> • Volleyball Performance Rubric 	<ul style="list-style-type: none"> • Bumping Buddies • Setting Pairs • Paddle Wallball 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Racquets and Paddles
(G) demonstrate correct technique when striking a moving object over a low net or to a wall with a hand or short- or long-handled implement	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> • Introduction to Badminton • Paddle Wallball 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles
(H) jump a self-turned rope using a variety of basic skills	Jump Rope Performance Rubric	<ul style="list-style-type: none"> • Introduction to Jump Rope • Jump the Circuit (Individual Tricks) 	<ul style="list-style-type: none"> • Jump Rope • Jump Rope
(I) enter and exit a turned long rope using basic jumping skills	Jump Rope Performance Rubric	<ul style="list-style-type: none"> • Group Jump Rope Challenge 	<ul style="list-style-type: none"> • Jump Rope
<p>Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:</p>			
(A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and open space	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Hockey Hoopla • Mini-Soccer 	<ul style="list-style-type: none"> • Hockey • Soccer • Flying Disc

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • 5-Player Flying Disc Throw and Run 	
(B) combine pathways and levels into various movement patterns in a wide variety of physical activities	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Create a Routine • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Dance • Movement Bands
(C) combine speed, direction, and force as directed by teacher	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Scatter Square Dance • Aerobic Dance • Sport Moves • Aerobics 	<ul style="list-style-type: none"> • Dance • Group Fitness • Group Fitness
<p>Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.</p>			
The student is expected to demonstrate various rhythmic combinations of locomotor skills of eight counts in repeatable patterns when leading or following a partner.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Movement Band Circuit (Group Tricks) • Jump the Circuit (Partner Tricks) 	<ul style="list-style-type: none"> • Movement Bands • Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 Performance Strategies			
Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:			
(A) combine the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games	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) demonstrate specific movement skills to improve performance in designated dynamic activities	Flying Disc Self-Check Volleyball Stations Reflection Questions: <i>How can you recognize if you are performing a volleyball skill with proper form? What steps could you take to improve your control of the volleyball when practicing skills?</i>	<ul style="list-style-type: none"> • Backhand Throw and Catch • Partner Throw and Catch • Shooting Drills • Volleyball Stations 	<ul style="list-style-type: none"> • Flying Disc • Softball • Basketball • Volleyball
(C) explain and follow rules, procedures, and safe practices during games and activities.	Hockey Self-Check Quick-Play Mini-Football Reflection Questions: <i>Can you name something you can do to create a positive environment in a competitive game? How can your behavior affect</i>	<ul style="list-style-type: none"> • Mini-Hockey • Quick-Play Mini-Football • Mini-Basketball 	<ul style="list-style-type: none"> • Hockey • Football • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>the behavior of others in a game?</i>		
Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits.			
The student is expected to participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses.	Flying Disc Performance Rubric	<ul style="list-style-type: none"> Flying Disc Golf 	<ul style="list-style-type: none"> Flying Disc

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Health, Physical Activity, and Fitness			
Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:			
(A) describe the benefits of regular physical activity, including stress management	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
(B) identify the importance of frequency and intensity during endurance activities	Personal Best Log	<ul style="list-style-type: none"> Partner Aerobic Fitness Challenge Sport Moves Aerobics 	<ul style="list-style-type: none"> Fitness Challenges Group Fitness Walk, Jog, Run Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Tag Team Challenge 	
(C) explain and demonstrate the correct techniques of health-related fitness components	Fitness Circuits Think About Partner Mixed Fitness Reflection Questions: <i>What are the five components of health-related fitness?</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Fitness Grids • Partner Mixed Fitness 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges
Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:			
(A) describe the importance of setting personal fitness goals in improving health-related fitness	Fitness Circuits Think About	<ul style="list-style-type: none"> • Muscular Strength and Endurance Circuit • Body Composition BINGO • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Challenges • Fitness Circuits
(B) identify how to measure improvement and track progress for health-related fitness.	Student MVPA Wellness Journal	<ul style="list-style-type: none"> • Fitness Lab 	<ul style="list-style-type: none"> • SPARKfit
Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:			
(A) differentiate between healthy and unhealthy foods and their impact on	Fitness Circuits Think About	<ul style="list-style-type: none"> • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Walk/Jog/Run

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
sustainable energy for physical activity	Body Composition BINGO Reflection Questions: <i>Why is it important to eat a variety of foods? How do the foods you eat affect your physical health?</i>	<ul style="list-style-type: none"> • Body Composition BINGO • Walk/Run Switcheroo Wellness Integration 	
(B) differentiate between water and processed sugar or high-calorie drinks and their impact on sustainable energy for physical activity	Fitness Lab Student Portfolio	<ul style="list-style-type: none"> • Fueling Your Performance 	<ul style="list-style-type: none"> • SPARKfit Mini-Lessons
<p>Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:</p>			
(A) select proper attire and safety equipment that promote safe participation and prevent injury in a variety of physical activities	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) exhibit correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Wellness Walking for Students • Moving Around the Track 	<ul style="list-style-type: none"> • SPARKfit • Map Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 Social and Emotional			
Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:			
(A) explain that personal actions have consequences for self and others	Parachute Play Reflection Questions: <i>What does cooperation look like in Physical Education? How does cooperation affect performance in your favorite sport or physical activity?</i>	<ul style="list-style-type: none"> • Self-Awareness and Mindfulness • Problem Solver Adventure Race • Parachute Play 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons • Cooperatives
(B) demonstrate respect for differences and similarities in abilities of self and others	Group Juggling Reflection Questions: <i>How can you recognize when someone is giving their best effort? • How can you help encourage someone to give their best effort? • What are some tips you can give to help someone in your group that keeps missing the ball?</i>	<ul style="list-style-type: none"> • Group Juggling 	<ul style="list-style-type: none"> • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(C) explain and demonstrate self-management skills to control personal impulses and emotions	Self-Control on the Road Wrap It Up: Why is self-control important? • <i>What happens if we don't show self-control in PE?</i>	<ul style="list-style-type: none"> • Self-Control on the Road 	<ul style="list-style-type: none"> • SEL Lessons
Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:			
(A) demonstrate respect and cooperation through words and actions during various group activities	<ul style="list-style-type: none"> • Cooperative All-Star Self-Check • Cooperative Skills Performance Rubric 	<ul style="list-style-type: none"> • Cooperative Jigsaw • Cultural Diversity Through Dance • Parachute Play 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons • Cooperatives
(B) identify the feelings of others	I Like People Who...Wrap It Up: <i>Why is it important to show appreciation for others?</i> • <i>What did you learn about other students today?</i>	<ul style="list-style-type: none"> • I Like People Who... 	<ul style="list-style-type: none"> • SEL Lessons
Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges.			
The student is expected to explain how practicing challenging physical activities can build confidence and minimize frustration when learning a variety of new skills.	Encouragement Club Think About: <i>How do you feel when people encourage you or cheer for you?</i> • <i>Does it give you more confidence?</i>	<ul style="list-style-type: none"> • Encouragement Club • I Challenge You 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback.			
The student is expected to listen respectfully to make appropriate changes in performance based on feedback.	<ul style="list-style-type: none"> Cooperative All-Star Self-Check Cooperative Skills Performance Rubric 	<ul style="list-style-type: none"> Cooperative Jigsaw Cultural Diversity Through Dance Parachute Play 	<ul style="list-style-type: none"> SEL Lessons SEL Lessons Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 Lifetime Wellness			
Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to			
(A) differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available	Group Fitness Think About Aerobic Dance Reflection Questions: <i>Did you work at a level that improves your aerobic capacity? How do you know?</i>	<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) select and participate in physical activity for personal enjoyment	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

4th Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1			
Movement Patterns and Movement Skills			
Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:			
(A) demonstrate and apply correct technique in a variety of locomotor skills during dynamic activities	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
(B) demonstrate correct jumping and landing technique while performing a long jump and a full turn jump	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 intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of four skills with repetition	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
(D) spin and roll with control at different levels, speeds, and positions with manipulatives.	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
Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(A) transfer body weight over, under, and on equipment with good control	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
(B) move into and out of various combinations of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
<p>Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to</p>			
(A) practice the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during dynamic activities	<ul style="list-style-type: none"> • Softball Performance Rubric • Softball Self-Check 	<ul style="list-style-type: none"> • Partner Throw and Catch • Pitch and Catch Out at Home! 	<ul style="list-style-type: none"> • Softball • Softball • Softball
(B) practice the key elements of catching a ball at a variety of levels above and below the waist	<ul style="list-style-type: none"> • Softball Performance Rubric • Softball Self-Check 	<ul style="list-style-type: none"> • Partner Throw and Catch • Pitch and Catch 	<ul style="list-style-type: none"> • Softball • Softball •
(C) demonstrate key elements of hand dribbling with dominant and non-dominant hand while changing both speed and direction	<ul style="list-style-type: none"> • Basketball Performance Rubric • Basketball Self-Check 	<ul style="list-style-type: none"> • Dribbling Drills • Basketball Skills Stations 	<ul style="list-style-type: none"> • Basketball • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(D) dribble a ball with control alternating feet while changing both speed and direction with a partner	<ul style="list-style-type: none"> • Soccer Performance Rubric • Soccer Self-Check 	<ul style="list-style-type: none"> • Soccer Hoopla • Mini-Soccer 	<ul style="list-style-type: none"> • Soccer • Soccer
(E) identify and demonstrate the key elements in kicking patterns, including body position, weight transfer, and follow-through	<ul style="list-style-type: none"> • Soccer Performance Rubric • Football Performance Rubric 	<ul style="list-style-type: none"> • 5-Player Kick and Dribble • Punting Drills 	<ul style="list-style-type: none"> • Soccer • Football
(F) demonstrate correct technique in underhand and overhead volleying to a wall, net, or partner	Volleyball Performance Rubric	<ul style="list-style-type: none"> • Bumping Buddies • Setting Pairs • Paddle Wallball 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Racquets and Paddles
(G) demonstrate correct technique when striking an object with a hand or short- or long- handled implement with a partner	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> • Introduction to Badminton • Paddle Wallball 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles
(H) jump a self-turned rope using a variety of intermediate skill	Jump Rope Performance Rubric	<ul style="list-style-type: none"> • Introduction to Jump Rope • Jump the Circuit (Individual Tricks) 	<ul style="list-style-type: none"> • Jump Rope • Jump Rope
(I) demonstrate entering and exiting a turned long rope using intermediate jumping skills.	Jump Rope Performance Rubric	<ul style="list-style-type: none"> • Group Jump Rope Challenge 	<ul style="list-style-type: none"> • Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:</p>			
(A) demonstrate the appropriate use of open space and closing space during dynamic activities	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • 4-Zone Football • Raiders of the Ark • Capture the Flag 	<ul style="list-style-type: none"> • Football • Aerobic Games • Aerobic Games
(B) demonstrate appropriate use of pathways and levels during dynamic activities and lead- up games	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • 4-Zone Football • Raiders of the Ark • Qudditch 	<ul style="list-style-type: none"> • Football • Aerobic Games • Aerobic Games
(C) apply speed, direction, and force during dynamic activities and lead-up games.	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> • Paddle 2-Square • Paddle Call Ball 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles
<p>Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.</p>			
The student is expected to demonstrate a rhythmic routine with appropriate steps and movement patterns individually or in a group.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Create a Routine • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Dance • Movement Bands

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 Performance Strategies			
Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:			
(A) explain fundamental components and strategies of dynamic activities and lead-up games	Softball Learning Log	<ul style="list-style-type: none"> • Partner Throw and Catch • 5-Person Kick and Dribble • Whack-O 	<ul style="list-style-type: none"> • Softball • Soccer • Softball
(B) practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group	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
(C) exhibit appropriate sporting behavior during independent games and activities.	Specific Unit 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
Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits.			
The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Paddle Wallball • Outdoor Scavenger Hunt • Wellness Walking 	<ul style="list-style-type: none"> • Racquets and Paddles • Walk/Jog/Run • SPARKhome

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Health, Physical Activity, and Fitness			
Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:			
(A) describe the benefits of regular physical activity on overall health and wellness	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
(B) demonstrate frequency and intensity during endurance activities	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
(C) identify and demonstrate the components of health- and skill-related fitness.	Fitness Circuits Think About Partner Mixed Fitness Reflection Questions: <i>What are the five components of health-related fitness?</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Fitness Grids • Partner Mixed Fitness 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits Fitness Challenges
Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(A) develop personal fitness goals for health-related fitness	Student MVPA Wellness Journal	<ul style="list-style-type: none"> • Fitness Lab 	SPARKfit
(B) track progress and analyze data for health-related fitness activities	Student MVPA Wellness Journal	<ul style="list-style-type: none"> • Fitness Lab 	SPARKfit
<p>Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:</p>			
(A) examine the relationship between nutrition and optimal physical performance	Fitness Circuits Think About Body Composition BINGO Reflection Questions: <i>Why is it important to eat a variety of foods? How do the foods you eat affect your physical health?</i>	<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
(B) explain the importance of proper hydration before, during, and after physical activity	Fitness Lab Student Portfolio	<ul style="list-style-type: none"> • Fueling Your Performance 	<ul style="list-style-type: none"> • SPARKfit Mini-Lessons
<p>Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:</p>			
(A) work independently to select proper attire and safety equipment that promote safe participation	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) apply correct safety precautions, including pedestrian,	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Wellness Walking for Students 	<ul style="list-style-type: none"> • SPARKfit • Map Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
water, sun, cycling, skating, and scooter safety.		<ul style="list-style-type: none"> Moving Around the Track 	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4			
Social and Emotional			
Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:			
(A) accept and take responsibility for personal actions that affect self and others	Parachute Play Reflection Questions: <i>What does cooperation look like in Physical Education? How does cooperation affect performance in your favorite sport or physical activity?</i>	<ul style="list-style-type: none"> Self-Awareness and Mindfulness Problem Solver Adventure Race Parachute Play 	<ul style="list-style-type: none"> SEL Lessons SEL Lessons Cooperatives
(B) demonstrate respect for differences and similarities in abilities of self and others	Group Juggling Reflection Questions: <i>How can you recognize when someone is giving their best effort? • How can you help encourage someone to give their best effort? • What are</i>	<ul style="list-style-type: none"> Group Juggling 	<ul style="list-style-type: none"> Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>some tips you can give to help someone in your group that keeps missing the ball?</i>		
(C) demonstrate self-management skills to control personal impulses and emotions during dynamic activities and lead-up games.	Self-Control on the Road Wrap It Up: Why is self-control important? • <i>What happens if we don't show self-control in PE?</i>	<ul style="list-style-type: none"> • Self-Control on the Road 	<ul style="list-style-type: none"> • SEL Lessons
Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to			
(A) discuss ways to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding	Parachute Play Reflection Questions: <i>What does cooperation look like in Physical Education? How does cooperation affect performance in your favorite sport or physical activity?</i>	<ul style="list-style-type: none"> • Self-Awareness and Mindfulness • Problem Solver Adventure Race • Parachute Play 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons • Cooperatives
(B) identify effective communication to enhance healthy interactions while settling disagreements	Group Juggling Reflection Questions: <i>How can you recognize when someone is giving their best effort? • How can you help encourage someone to give their</i>	<ul style="list-style-type: none"> • Group Juggling 	<ul style="list-style-type: none"> • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>best effort? • What are some tips you can give to help someone in your group that keeps missing the ball?</i></p>		
<p>(C) demonstrate respect for the feelings of others</p>	<ul style="list-style-type: none"> • Are You Part of the Cast? Cooperative All-Star Teammate Self Check • Problem-Solver Adventure Race Think About... <i>What does problem-solving look like in a group activity? In sports?</i> • Parachute Play Reflection Questions: <i>What does cooperation look like in Physical Education? How does cooperation affect</i> 	<ul style="list-style-type: none"> • Mini-Hockey • Survivor Challenge • Stick with Me! • Problem-Solver Adventure Race • Parachute Play 	<ul style="list-style-type: none"> • Hockey • Fitness Challenges • Cooperatives and Initiatives • SEL Lessons • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>performance in your favorite sport or physical activity?</i>		
Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges.			
The student is expected to identify ways to accept individual challenges and use self-management skills to persevere in a positive manner when learning a variety of new skills.	Encouragement Club Think About: <i>How do you feel when people encourage you or cheer for you?</i> • <i>Does it give you more confidence?</i>	<ul style="list-style-type: none"> • Encouragement Club • I Challenge You 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons
Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback.			
The student is expected to listen respectfully to make appropriate changes in performance based on feedback from teacher and peers.	Specific Unit Self-Check	<ul style="list-style-type: none"> • Partner Basketball Activity Challenge • Soccer Tag Team Traveling Challenge • Volleyball Stations 	<ul style="list-style-type: none"> • Basketball • Soccer • Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 Lifetime Wellness			
Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(A) differentiate among types of and participate in moderate to vigorous physical activities for a sustained period of time on a regular basis using technology when available	Student MVPA Wellness Journal	<ul style="list-style-type: none"> • Fitness Lab 	<ul style="list-style-type: none"> • SPARKfit
(B) participate in a variety of physical activities in the school and community for personal enjoyment.	Student MVPA Wellness Journal	<ul style="list-style-type: none"> • Fitness Lab 	SPARKfit

5th Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1			
Movement Patterns and Movement Skills			
Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:			
(A) demonstrate and apply correct technique in a variety of locomotor skills and combinations during lead-up activities	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
(B) demonstrate correct jumping and landing technique	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 advanced balancing to include equipment, cross lateralization during increasingly complex movements, and sequencing of four or more skills with repetition.	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
Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:			
(A) maintain balance and transfer body weight with control during dynamic activities and lead-up games	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(B) perform a combination of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
<p>Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:</p>			
(A) demonstrate the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during games and activities	<ul style="list-style-type: none"> • Softball Performance Rubric • Softball Self-Check 	<ul style="list-style-type: none"> • Partner Throw and Catch • Pitch and Catch Out at Home! 	<ul style="list-style-type: none"> • Softball • Softball • Softball
(B) demonstrate the key elements of catching while moving during games and activities	<ul style="list-style-type: none"> • Softball Performance Rubric • Softball Self-Check 	<ul style="list-style-type: none"> • Partner Throw and Catch • Pitch and Catch 	<ul style="list-style-type: none"> • Softball • Softball
(C) demonstrate key elements of hand dribbling with either hand when stationary while protecting the ball from a defender during dynamic activities and lead-up games	<ul style="list-style-type: none"> • Basketball Performance Rubric • Basketball Self-Check 	<ul style="list-style-type: none"> • Dribbling Drills Basketball Skills Stations 	<ul style="list-style-type: none"> • Basketball • Basketball
(D) combine foot dribbling with other skills during dynamic activities and lead-up games	<ul style="list-style-type: none"> • Soccer Performance Rubric • Soccer Self-Check 	<ul style="list-style-type: none"> • Soccer Hoopla • Mini-Soccer 	<ul style="list-style-type: none"> • Soccer • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(E) demonstrate appropriate form when kicking and punting during dynamic activities and lead-up games	<ul style="list-style-type: none"> • Soccer Performance Rubric • Football Performance Rubric 	<ul style="list-style-type: none"> • 5-Player Kick and Dribble • Punting Drills 	<ul style="list-style-type: none"> • Soccer • Football
(F) demonstrate correct technique in volleying in dynamic activities and lead-up games	Volleyball Performance Rubric	<ul style="list-style-type: none"> • Forearm 21 • Cooperative Countdown • Crossover 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Volleyball
(G) demonstrate correct technique when striking an object with a hand or short- or long- handled implement in dynamic activities and lead-up games	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> • Introduction to Badminton • Paddle Wallball 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles
(H) jump a self-turned rope in a routine using a variety of advanced skills	Jump Rope Performance Rubric	<ul style="list-style-type: none"> • Introduction to Jump Rope • Jump the Circuit (Individual Tricks) 	<ul style="list-style-type: none"> • Jump Rope • Jump Rope
(I) demonstrate entering and exiting a turned long rope using advanced jumping skills	Jump Rope Performance Rubric	<ul style="list-style-type: none"> • Group Jump Rope Challenge 	<ul style="list-style-type: none"> • Jump Rope
<p>Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:</p>			
(A) demonstrate the appropriate use of open space and closing space in small groups during dynamic activities and lead-up games	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • 4-Zone Football • Raiders of the Ark • Capture the Flag 	<ul style="list-style-type: none"> • Football • Aerobic Games • Aerobic Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(B) apply appropriate use of pathways and levels in small groups during dynamic activities and lead-up games	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • 4-Zone Football • Raiders of the Ark • Qudditch 	<ul style="list-style-type: none"> • Football • Aerobic Games • Aerobic Games
(C) apply speed, direction, and force with a short-handled implement during dynamic activities and lead-up games	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> • Paddle 2-Square • Paddle Call Ball 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles
Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.			
The student is expected to create rhythmic routines in counts of eight using basic steps and coordinated movement patterns individually or in a group.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Create a Routine • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Dance • Movement Bands

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 Performance Strategies			
Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:			
(A) identify and demonstrate the relationships among a variety of game	Softball Learning Log	<ul style="list-style-type: none"> • Partner Throw and Catch 	<ul style="list-style-type: none"> • Softball • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
skills, including preparation, movement, follow-through, and recovery, used in net or wall, invasion, target, fielding, or striking games		<ul style="list-style-type: none"> • 5-Person Kick and Dribble • Whack-O 	<ul style="list-style-type: none"> • Softball
(B) demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or group	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
(C) engage appropriately in physical activity, sporting behavior, and game etiquette without teacher cue	Specific Unit 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
Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits.			
The student is expected to participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Paddle Wallball • Outdoor Scavenger Hunt • Wellness Walking 	<ul style="list-style-type: none"> • Racquets and Paddles • Walk/Jog/Run • SPARKhome

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Health, Physical Activity, and Fitness			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:			
(A) describe the benefits of moderate to vigorous physical activity on overall health and wellness	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) describe the frequency, intensity, time, and type (FITT) principle and how it improves 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
(C) differentiate between health-related and skill-related fitness components	Fitness Circuits Think About Partner Mixed Fitness Reflection Questions: <i>What are the five components of health-related fitness?</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Fitness Grids • Partner Mixed Fitness 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges
Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:			
(A) analyze personal fitness goals for self-improvement	Student MVPA Wellness Journal	<ul style="list-style-type: none"> • Fitness Lab 	<ul style="list-style-type: none"> • SPARKfit
(B) track progress and analyze data, with teacher guidance, to target areas needing improvement	Student MVPA Wellness Journal	<ul style="list-style-type: none"> • Fitness Lab 	<ul style="list-style-type: none"> • SPARKfit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:			
(A) identify healthy foods that enhance physical activity	Fitness Circuits Think About Body Composition BINGO Reflection Questions: <i>Why is it important to eat a variety of foods? How do the foods you eat affect your physical health?</i>	<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
(B) explain the importance of proper hydration before, during, and after physical activity	Fitness Lab Student Portfolio	<ul style="list-style-type: none"> • Fueling Your Performance 	<ul style="list-style-type: none"> • SPARKfit Mini-Lessons
Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:			
(A) describe and select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and games	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) demonstrate correct safety precautions, including water, sun, cycling, skating, and scooter safety	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Wellness Walking for Students • Moving Around the Track 	<ul style="list-style-type: none"> • SPARKfit • Map Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 Social and Emotional			
Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:			
(A) explain the importance of and demonstrate how to resolve conflict in socially acceptable	Parachute Play Reflection Questions: <i>What does cooperation look like in Physical Education? How does cooperation affect performance in your favorite sport or physical activity?</i>	<ul style="list-style-type: none"> • Self-Awareness and Mindfulness • Problem Solver Adventure Race • Parachute Play 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons • Cooperatives
(B) identify and describe effective communication to enhance healthy interactions while settling disagreements	Group Juggling Reflection Questions: <i>How can you recognize when someone is giving their best effort? • How can you help encourage someone to give their best effort? • What are some tips you can give to help someone in your group that keeps missing the ball?</i>	<ul style="list-style-type: none"> • Group Juggling 	<ul style="list-style-type: none"> • Cooperatives
(C) identify and describe the concepts of empathy and mutual respect for the feelings of others.	<ul style="list-style-type: none"> • Are You Part of the Cast? • Cooperative All- 	<ul style="list-style-type: none"> • Mini-Hockey • Survivor Challenge • Stick with Me! 	<ul style="list-style-type: none"> • Hockey • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p>Star Teammate Self Check</p> <ul style="list-style-type: none"> • Problem-Solver Adventure Race Think About... <i>What does problem-solving look like in a group activity? In sports?</i> • Parachute Play Reflection Questions: <i>What does cooperation look like in Physical Education? How does cooperation affect performance in your favorite sport or physical activity?</i> 	<ul style="list-style-type: none"> • Problem-Solver Adventure Race • Parachute Play 	<ul style="list-style-type: none"> • Cooperatives and Initiatives • SEL Lessons • Cooperatives
Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges.			
The student is expected to discuss the importance of accepting individual challenges and use self-	Encouragement Club Think About: <i>How do you feel when people</i>	<ul style="list-style-type: none"> • Encouragement Club • I Challenge You 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
management skills to persevere in a positive manner during dynamic activities and lead-up games.	<i>encourage you or cheer for you? • Does it give you more confidence?</i>		
Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback.			
The student is expected to apply appropriate changes to performance based on feedback from peers.	Specific Unit Self-Check	<ul style="list-style-type: none"> • Partner Basketball Activity Challenge • Soccer Tag Team Traveling Challenge • Volleyball Stations 	<ul style="list-style-type: none"> • Basketball • Soccer • Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 Lifetime Wellness			
Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:			
(A) differentiate among types of and participate in moderate to vigorous physical activity for a sustained	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(B) analyze the level of personal enjoyment in a variety of activities in the school and community	Student MVPA Wellness Journal	<ul style="list-style-type: none">• Fitness Lab	SPARKfit