

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

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

2021

6th 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) perform a variety of locomotor skills and combinations during dynamic activities and games	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Volley Tennis • 3-on-3 Basketball • Pass and Follow • Receiver Patterns 	<ul style="list-style-type: none"> • Volleyball • Basketball • Soccer • Football
(B) demonstrate correct jumping and landing technique during dynamic activities, game situations, and sports	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Sprints and Jumps Circuit • Mini-Volleyball • 3-on-3 Basketball 	<ul style="list-style-type: none"> • Track and Field • Volleyball • Basketball
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) demonstrate balance with control during dynamic activities and games	Stunts and Tumbling: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Creating Combinations • Stunts and Tumbling Buffet • Event: Stunts and Tumbling World Championships 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(B) demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Dribble Keep Away • Mini-Hockey 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:			
(A) demonstrate correct technique when throwing to a moving target	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Throw for Accuracy and Distance • Fly Out, Throw Out • Partner Passing 	<ul style="list-style-type: none"> • Flying Disc • Softball • Basketball
(B) demonstrate correct catching technique from different levels and trajectories with a variety of objects	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • 4-Corner Throw and Go • Beat the Ball • Partner Passing 	<ul style="list-style-type: none"> • Softball • Softball • Basketball
(C) demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control	Basketball: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Dribbling to Open Space • Final Four Dribble Drill 	<ul style="list-style-type: none"> • Basketball • Basketball
(D) demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations	Soccer: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Dribbling Drills • Dribble Keep Away 	<ul style="list-style-type: none"> • Soccer • Soccer
(E) demonstrate correct technique in kicking and punting with accuracy during dynamic activities and lead-up games	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Shooting and Goaltending • Throw-in and Punts • Punting 	<ul style="list-style-type: none"> • Soccer • Soccer • Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(F) demonstrate correct technique in volleying to a target with control and accuracy	Volleyball: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Forearm Pass • Overhead Pass • Volley Tennis 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Volleyball
(G) demonstrate correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Target Ball • Putting to Targets • Batting Practice 	<ul style="list-style-type: none"> • Racquets and Paddles • Golf • Softball
(H) create and perform a jump rope routine using a variety of advanced skills	Jump Rope Performance Rubric Jump Rope Create a Routine Reflection Questions: <i>How did you use self-expression when creating your routine?</i> • <i>What creative ideas do you have that you could add to your routine?</i>	<ul style="list-style-type: none"> • Create a Routine 	<ul style="list-style-type: none"> • Jump Rope
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:			
(A) demonstrate the appropriate use of open space and closing space during dynamic activities, games, and sports	Specific Unit: Teacher Rubric	<ul style="list-style-type: none"> • Dribbling to Open Space • Dribble Keep Away • Keep Away (3-on-1) 	<ul style="list-style-type: none"> • Basketball • Soccer • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Dribble Keep Away Reflection Questions: <i>Why do you think it is important to look around while dribbling?</i> • <i>In an actual soccer game, why would this be important?</i> • <i>Besides watching for defenders, what else would you be looking for?</i>		
(B) apply speed, direction, and force with a long-handled implement during dynamic activities, games, and sports	Specific Unit: Teacher Rubric	<ul style="list-style-type: none"> • Shooting Drills • Mini-Hockey • T-Ball Derby 	<ul style="list-style-type: none"> • Hockey • Hockey • Softball
Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.			
The student is expected to perform rhythmic routines with intermediate steps and movement patterns.	Dance: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • The Korobushka Jigsaw • The Norwegian Polka Jigsaw • Merengue Mixer 	<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:			
<p>(A) demonstrate offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Teacher Rubric <p>Keep Away Reflection Questions: <i>What does "closing space" mean? How can you change your movement during a game to close space?</i></p> <p>Give and Go with Post Players Reflection Questions: <i>Describe some offensive moves that can be made to get open to receive a pass from a post player.</i></p> <ul style="list-style-type: none"> • <i>What can the defender do to intercept the ball?</i> 	<ul style="list-style-type: none"> • Keep Away (2-on-1) • Defense • Modified Team Handball • Give and Go with Post Players 	<ul style="list-style-type: none"> • Basketball • Football • World Games • Basketball
<p>(B) demonstrate combinations of locomotor, manipulative, and game</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check 	<ul style="list-style-type: none"> • Indiana Jones • Cross the Great Divide 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • World Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
skills in dynamic activities to achieve individual or team goals	<ul style="list-style-type: none"> • Teacher Rubric Circle the Circle Think About... <i>In this activity you were able to use teamwork to be successful.</i> • <i>What strategies did your group use to demonstrate teamwork?</i>	<ul style="list-style-type: none"> • Kin-Ball Sport • Circle the Circle 	<ul style="list-style-type: none"> • SEL Lessons
(C) demonstrate appropriate sporting behavior with teammates, opponents, and officials	Cooperatives: <ul style="list-style-type: none"> • Self-Check • Peer Coach • Teacher Rubric Circle the Circle Think About... <i>What strategies did your group use to demonstrate teamwork?</i>	<ul style="list-style-type: none"> • Mini-Hockey • Acceptance and Super Grouping • Adventure Racing 101 • Circle the Circle 	<ul style="list-style-type: none"> • Hockey • First 5 Lessons (Curriculum Resources) • Cooperatives • SEL Lessons
Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits.			
The student is expected to participate in self-selected, organized outdoor recreational skills, activities, and games	Student Portfolio Student MVPA Wellness Journal	<ul style="list-style-type: none"> • Wellness Walking • Presidential Youth Fitness Program 	<ul style="list-style-type: none"> • SPARKfit • SPARKfit

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 long-term benefits of moderate to vigorous physical activity on overall health and wellness	Sample debrief question: <i>What are some benefits from participating in fitness activities? In team activities? In learning specific sport skills?</i>	<ul style="list-style-type: none"> • Student Program and Portfolio 	<ul style="list-style-type: none"> • SPARKfit
(B) describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness in relation to aerobic and anaerobic activities	Sample debrief questions: <i>Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition? How would you use the principle of overload to safely improve your muscular strength?</i>	<ul style="list-style-type: none"> • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(C) describe health-related and skill-related fitness components and their impact on personal fitness	Fitness Unit Written Test Sample debrief question: <i>What are some activities that are effective in improving each of the health-related physical fitness components?</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness
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) develop an individual fitness plan using personal fitness goals	Student Portfolio	<ul style="list-style-type: none"> • Fitness Lab 	<ul style="list-style-type: none"> • SPARKfit
(B) analyze results of fitness assessments to identify strategies for self-improvement	Student Portfolio	<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) identify macronutrients, including carbohydrates, fats, and proteins, and examine their relationship to optimal physical performance	Sample debrief question: <i>Why are proteins important for endurance activities?</i> <i>Can you identify foods that contain protein?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Body Composition Circuit Reflection Questions: <i>Can you name three foods that are great sources of protein?</i> • <i>How did the exercises at the stations improve your body composition?</i> • <i>What are some short-term benefits of maintaining your body composition in the healthy fitness zone?</i> <i>Long-term benefits?</i>	<ul style="list-style-type: none"> • Fruit Smoothie 	
(B) identify how environmental temperature and humidity each contribute to dehydration and heat illness	Student Portfolio	<ul style="list-style-type: none"> • Energy Balance • What is Fitness • How Do You Feel Today? 	<ul style="list-style-type: none"> • Personally Fit Mini Lessons (SPARKfit) • Personally Fit Mini Lessons (SPARKfit) • Personally Fit Mini Lessons (SPARKfit)
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) perform, without cue, the selection and use of proper attire and safety equipment that promote safe	Sample debrief question: <i>Give some examples of types of clothing that</i>	<ul style="list-style-type: none"> • Fitness Lab Portfolio SPARKfit • Basic Exercise Techniques 	<ul style="list-style-type: none"> • SPARKfit • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
participation and prevent injury in dynamic activities, games, and sports	<i>would encourage freedom of movement while helping to prevent injuries in selected sports.</i>		
(B) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety.	Sample debrief question: <i>What are some precautions you can take when exercising in extreme heat?</i>	<ul style="list-style-type: none"> • Range of Motion • Individual Warm-Up Routines • Partner Warm-Up Routines 	<ul style="list-style-type: none"> • Fitness • Jump Rope • Jump Rope

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 the importance of and accept responsibility for personal actions that affect self and others during game situations and sports	Coulda, Shoulda, Woulda (all units)	<ul style="list-style-type: none"> • Responsibility and Routines • Respect and Roll Taking • Acceptance and Super Grouping 	<ul style="list-style-type: none"> • First 5 Lessons • First 5 Lessons • First 5 Lessons
(B) explain the importance of and demonstrate respect for differences	Coulda, Woulda, Shoulda (Various Units)	<ul style="list-style-type: none"> • Communication 3-2-1 	<ul style="list-style-type: none"> • SEL Lessons • World Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and similarities in abilities of self and others during dynamic activities and lead-up games	<p>Communication 3-2-1 Think About... <i>In this activity you were able to learn more about the people in your class. How do you think this would affect the interaction between your classmates?</i></p> <p>Build Them Up Think About... <i>Is it easier to build up another person (compliment them) or put them down (make fun of them)? • Why do you feel that way? How does that affect how you will treat others now?</i></p>	<ul style="list-style-type: none"> • 2 V 1 Just for Fun • Partner Stunts • Radio Control • Build Them Up 	<ul style="list-style-type: none"> • Stunts and Tumbling • Cooperatives • SEL Lessons
(C) apply self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports	<p>Problem Decoder Think About... <i>What do you need to be a successful problem-solver? • Are other people an important part of the problem-</i></p>	<ul style="list-style-type: none"> • Indiana Jones • Cross the Great Divide • Kin-Ball Sport • Circle the Circle 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • World Games • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>solving process? Why or why not?</i>		
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) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding</p>	<p>Cooperatives:</p> <ul style="list-style-type: none"> • Self-Check • Peer Coach • Teacher Rubric <p>Problem-Solver Adventure Race Reflection Questions: <i>What cooperative skills did you use today? • How did you work together at each station? • What roles did you have in your group? Did you have a leader?</i></p> <p>Problem Decoder Think About... <i>What do you need to be a successful problem-solver? • Are other people an important part of the problem-</i></p>	<ul style="list-style-type: none"> • Problem-Solver Adventure Race • Corridor Challenges • Log Jam • Problem Decoder 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>solving process? Why or why not?</i>		
(B) explain and demonstrate effective communication to enhance healthy interactions while settling disagreements	<p>Cooperatives:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubrics <p>Coulda Shoulda Woulda (all units)</p> <p>Corridor Challenges Reflection Questions: <i>In what jobs do people have to work together to achieve a common goal? • In what ways do those people cooperate and communicate?</i></p> <p>A Fair Challenge Think About... <i>Why is it fair to have an equal chance to learn and practice each other's skill? • How can your partner help you to improve? • Do you appreciate or have</i></p>	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Corridor Challenges • A Fair Challenge 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>respect for the skill your partner can do? Why?</i>		
(C) demonstrate empathy and mutual respect for the feelings of others	Empathy Corners Think About... <i>How did you feel after participating in this lesson? • What did you learn about others in this activity? • How does this affect your relationship with other students moving forward?</i>	<ul style="list-style-type: none"> • Cultural Diversity Through Dance • Empathy Corners 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons
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 demonstrate self-management skills to persevere in a positive manner during game situations and sports.	Cooperatives: <ul style="list-style-type: none"> • Self-Check • Peer Coach • Teacher Rubric Problem-Solver Adventure Race Reflection Questions: <i>What cooperative skills did you use today? • How did you work together at each station? • What roles did you have in your</i>	<ul style="list-style-type: none"> • Problem-Solver Adventure Race • Corridor Challenges • Log Jam • Problem Decoder 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>group? Did you have a leader?</i></p> <p>Problem Decoder Think About...</p> <ul style="list-style-type: none"> • <i>What do you need to be a successful problem-solver?</i> • <i>Are other people an important part of the problem-solving process? Why or why not?</i> 		
<p>Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback.</p>			
<p>The student is expected to analyze feedback to make appropriate changes to improve performance</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check <p>Sample debrief question: <i>What tip can you give your partner if they are having trouble throwing their ball with sufficient</i></p>	<ul style="list-style-type: none"> • Shooting Drills • Shooting Drills • Shot Put • Distance and Accuracy • Target Ball 	<ul style="list-style-type: none"> • Basketball • Hockey • Track • Flying Disc • Racquets and Paddles

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>force to reach their target?</i></p> <p>Target Ball Reflection Question:</p> <ul style="list-style-type: none"> <i>How do you aim your shots to different locations? What strategy should you use for placement?</i> 		

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) develop a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	Heart Rate Monitor Log	<ul style="list-style-type: none"> Fitness Lab Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors 	<ul style="list-style-type: none"> SPARKfit Group Fitness
(B) describe how participation in a variety of physical activities builds	Student Portfolio	<ul style="list-style-type: none"> How Do You Feel Today? 	<ul style="list-style-type: none"> Personally Fit Mini Lessons (SPARKfit)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
confidence and increases personal enjoyment			

7th 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) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Volley Tennis • 3-on-3 Basketball • Pass and Follow • Receiver Patterns 	<ul style="list-style-type: none"> • Volleyball • Basketball • Soccer • Football
(B) apply correct jumping and landing technique during dynamic activities, game situations, and sports	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Sprints and Jumps Circuit • Mini-Volleyball • 3-on-3 Basketball 	<ul style="list-style-type: none"> • Track and Field • Volleyball • Basketball
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) move between positions with controlled balance during dynamic activities, game situations, and sports	Stunts and Tumbling: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Creating Combinations • Stunts and Tumbling Buffet • Event: Stunts and Tumbling World Championships 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
(B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Dribble Keep Away • Mini-Hockey 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
skills during dynamic activities, game situations, and sports			
Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:			
(A) apply correct throwing techniques with distance, power, and accuracy while both partners are moving during dynamic activities, game situations, and sports	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Throw for Accuracy and Distance • Fly Out, Throw Out • Partner Passing 	<ul style="list-style-type: none"> • Flying Disc • Softball • Basketball
(B) apply correct catching technique with a variety of objects from different levels and trajectories during dynamic activities, game situations, and sports	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • 4-Corner Throw and Go • Beat the Ball • Partner Passing 	<ul style="list-style-type: none"> • Softball • Softball • Basketball
(C) apply offensive and defensive patterns in game strategies while handdribbling	Basketball: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Dribbling to Open Space • Defensive Challenge • Zone and Player-to-Player Defenses 	<ul style="list-style-type: none"> • Basketball • Basketball • Basketball
(D) apply offensive and defensive foot dribbling strategies during game situations and sports	Soccer: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Dribble Keep Away • Tackling • Mini-Soccer 	<ul style="list-style-type: none"> • Soccer • Soccer • Soccer
(E) apply correct technique in kicking and punting with control, distance,	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check 	<ul style="list-style-type: none"> • Shooting and Goaltending • Throw-in and Punts 	<ul style="list-style-type: none"> • Soccer • Soccer • Football

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and accuracy during game situations and sports	<ul style="list-style-type: none"> Teacher Rubric 	<ul style="list-style-type: none"> Punting 	
(F) apply correct technique in volleying with both control and accuracy during game situations and sports	Volleyball: <ul style="list-style-type: none"> Peer Coach Self-Check Teacher Rubric 	<ul style="list-style-type: none"> Forearm Pass Overhead Pass Volley Tennis 	<ul style="list-style-type: none"> Volleyball Volleyball Volleyball
(G) apply correct technique when striking an object with speed, accuracy, force, and distance during game situations and sports	Specific Unit: <ul style="list-style-type: none"> Peer Coach Self-Check Teacher Rubric 	<ul style="list-style-type: none"> Target Ball Putting to Targets Batting Practice 	<ul style="list-style-type: none"> Racquets and Paddles Golf Softball
(H) create and perform a jump rope routine using a variety of skills that require agility, speed, and endurance	Jump Rope Performance Rubric Jump Rope Create a Routine Reflection Questions: <i>How did you use self-expression when creating your routine?</i> • <i>What creative ideas do you have that you could add to your routine?</i>	<ul style="list-style-type: none"> Create a Routine 	<ul style="list-style-type: none"> Jump Rope
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:			
(A) execute the appropriate use of open space and closing space during dynamic activities, games, and sports	Specific Unit: Teacher Rubric	<ul style="list-style-type: none"> Dribbling to Open Space Dribble Keep Away 	<ul style="list-style-type: none"> Basketball Soccer Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Dribble Keep Away Reflection Questions: <i>Why do you think it is important to look around while dribbling?</i> <ul style="list-style-type: none"> • <i>In an actual soccer game, why would this be important?</i> • <i>Besides watching for defenders, what else would you be looking for?</i> 	<ul style="list-style-type: none"> • Keep Away (3-on-1) 	
(B) execute the appropriate use of speed, direction, and force with or without an implement during dynamic activities, games, and sports	Specific Unit: Teacher Rubric	<ul style="list-style-type: none"> • Shooting Drills • Mini-Hockey • 2-Pitch Softball 	<ul style="list-style-type: none"> • Hockey • Hockey • Softball
Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.			
The student is expected to perform rhythmic routines with advanced steps and movement patterns with a partner	Dance: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • The Korobushka Jigsaw • The Norwegian Polka Jigsaw • Merengue Mixer 	<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:			
<p>(A) apply offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Teacher Rubric <p>Keep Away Reflection Questions: <i>What does "closing space" mean? How can you change your movement during a game to close space?</i></p> <p>Give and Go with Post Players Reflection Questions: <i>Describe some offensive moves that can be made to get open to receive a pass from a post player.</i></p> <ul style="list-style-type: none"> • <i>What can the defender do to intercept the ball?</i> 	<ul style="list-style-type: none"> • Keep Away (2-on-1) • Defense • Modified Team Handball • Give and Go with Post Players 	<ul style="list-style-type: none"> • Basketball • Football • World Games • Basketball
<p>(B) apply combinations or sequences of game skills to achieve individual or team goals</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check 	<ul style="list-style-type: none"> • Indiana Jones • Cross the Great Divide 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • World Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • Teacher Rubric Circle the Circle Think About... <i>In this activity you were able to use teamwork to be successful.</i> • <i>What strategies did your group use to demonstrate teamwork?</i> 	<ul style="list-style-type: none"> • Kin-Ball Sport • Circle the Circle 	<ul style="list-style-type: none"> • SEL Lessons
(C) demonstrate self-responsibility and appropriate sporting behavior in game situations and sports	Cooperatives: <ul style="list-style-type: none"> • Self-Check • Peer Coach • Teacher Rubric Circle the Circle Think About... <i>What strategies did your group use to demonstrate teamwork?</i> 	<ul style="list-style-type: none"> • Mini-Hockey • Acceptance and Super Grouping • Adventure Racing 101 • Circle the Circle 	<ul style="list-style-type: none"> • Hockey • First 5 Lessons (Curriculum Resources) • Cooperatives • SEL Lessons
Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits.			
The student is expected to demonstrate a variety of correct techniques for outdoor recreational skills, activities, and games	Student Portfolio Student MVPA Wellness Journal	<ul style="list-style-type: none"> • Wellness Walking • Presidential Youth Fitness Program 	<ul style="list-style-type: none"> • SPARKfit • SPARKfit

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) analyze the long-term benefits of moderate to vigorous physical activity on overall health and wellness	Sample debrief question: <i>What are some benefits from participating in fitness activities? In team activities? In learning specific sport skills?</i>	<ul style="list-style-type: none"> • Student Program and Portfolio 	<ul style="list-style-type: none"> • SPARKfit
(B) apply basic frequency, intensity, time, and type (FITT) principle in a variety of aerobic and anaerobic activities	Sample debrief questions: <i>Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition? How would you use the principle of overload to safely improve your muscular strength?</i>	<ul style="list-style-type: none"> • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
(C) apply health-related and skill-related fitness components and	Fitness Unit Written Test	<ul style="list-style-type: none"> • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
explain how each component impacts personal fitness	Sample debrief question: <i>What are some activities that are effective in improving each of the health-related physical fitness components?</i>	<ul style="list-style-type: none"> • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
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) create a collaborative physical fitness plan to target areas for improvement in health-related fitness	Student Portfolio	<ul style="list-style-type: none"> • Fitness Lab 	<ul style="list-style-type: none"> • SPARKfit
(B) monitor and evaluate personal fitness goals and make appropriate changes for improvement	Student Portfolio	<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) evaluate healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance	Sample debrief question: <i>Why are proteins important for endurance activities?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>Can you identify foods that contain protein?</i></p> <p>Body Composition Circuit Reflection Questions: <i>Can you name three foods that are great sources of protein? •</i> <i>How did the exercises at the stations improve your body composition?</i> • <i>What are some short-term benefits of maintaining your body composition in the healthy fitness zone?</i> <i>Long-term benefits?</i></p>	<ul style="list-style-type: none"> • Nutrition Team Challenge • Fruit Smoothie 	
(B) analyze and determine the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate and sodium content	Student Portfolio	<ul style="list-style-type: none"> • Energy Balance • What is Fitness 	<ul style="list-style-type: none"> • Personally Fit Mini Lessons (SPARKfit) • Personally Fit Mini Lessons (SPARKfit)
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) perform, without cue, the selection and use of proper attire and safety equipment that promote safe	Sample debrief question:	<ul style="list-style-type: none"> • Fitness Lab Portfolio SPARKfit 	<ul style="list-style-type: none"> • SPARKfit • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
participation and prevent injury in dynamic activities, games, and sports	<i>Give some examples of types of clothing that would encourage freedom of movement while helping to prevent injuries in selected sports.</i>	<ul style="list-style-type: none"> • Basic Exercise Techniques 	
(B) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety	Sample debrief question: <i>What are some precautions you can take when exercising in extreme heat?</i>	<ul style="list-style-type: none"> • Range of Motion • Individual Warm-Up Routines • Partner Warm-Up Routines 	<ul style="list-style-type: none"> • Fitness • Jump Rope • Jump Rope

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) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports	<p>Coulda, Woulda, Shoulda (Various Units)</p> <p>Communication 3-2-1</p> <p>Think About... <i>In this activity you were able to</i></p>	<ul style="list-style-type: none"> • Communication 3-2-1 • 2 V 1 Just for Fun • Partner Stunts • Radio Control • Build Them Up 	<ul style="list-style-type: none"> • SEL Lessons • World Games • Stunts and Tumbling • Cooperatives • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>learn more about the people in your class. How do you think this would affect the interaction between your classmates?</i></p> <p>Build Them Up Think About... <i>Is it easier to build up another person (compliment them) or put them down (make fun of them)? • Why do you feel that way? How does that affect how you will treat others now?</i></p>		
<p>(B) analyze self-management skills to demonstrate self-control of impulses and emotions, without cue, during game situations and sports</p>	<p>Problem Decoder Think About...</p> <ul style="list-style-type: none"> • <i>What do you need to be a successful problem-solver?</i> • <i>Are other people an important part of the problem-</i> 	<ul style="list-style-type: none"> • Indiana Jones • Cross the Great Divide • Kin-Ball Sport • Circle the Circle 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • World Games • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>solving process?</i> <i>Why or why not?</i></p>		
<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) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding</p>	<p>Cooperatives:</p> <ul style="list-style-type: none"> • Self-Check • Peer Coach • Teacher Rubric <p>Problem-Solver Adventure Race Reflection Questions: <i>What cooperative skills did you use today?</i> • <i>How did you work together at each station?</i> • <i>What roles did you have in your group? Did you have a leader?</i></p> <p>Problem Decoder Think About... <i>What do you need to be a successful problem-solver?</i> • <i>Are other people an important part of the problem-</i></p>	<ul style="list-style-type: none"> • Problem-Solver Adventure Race • Corridor Challenges • Log Jam • Problem Decoder 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>solving process? Why or why not?</i>		
(B) communicate effectively to enhance healthy interactions while settling disagreements	<p>Cooperatives:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubrics <p>Coulda Shoulda Woulda (all units)</p> <p>Corridor Challenges Reflection Questions: <i>In what jobs do people have to work together to achieve a common goal? • In what ways do those people cooperate and communicate?</i></p> <p>A Fair Challenge Think About... <i>Why is it fair to have an equal chance to learn and practice each other's skill? • How can your partner help you to improve? • Do you appreciate or have</i></p>	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Corridor Challenges • A Fair Challenge 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>respect for the skill your partner can do? Why?</i>		
(C) demonstrate empathy and mutual respect for the feelings of others	Empathy Corners Think About... <i>How did you feel after participating in this lesson? • What did you learn about others in this activity? • How does this affect your relationship with other students moving forward?</i>	<ul style="list-style-type: none"> • Cultural Diversity Through Dance • Empathy Corners 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons
Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges.			
The student is expected to develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports	Cooperatives: <ul style="list-style-type: none"> • Self-Check • Peer Coach • Teacher Rubric Problem-Solver Adventure Race Reflection Questions: <i>What cooperative skills did you use today? • How did you work together at each station? • What roles did you have in your</i>	<ul style="list-style-type: none"> • Problem-Solver Adventure Race • Corridor Challenges • Log Jam • Problem Decoder 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>group? Did you have a leader?</i></p> <p>Problem Decoder Think About...</p> <ul style="list-style-type: none"> • <i>What do you need to be a successful problem-solver?</i> • <i>Are other people an important part of the problem-solving process? Why or why not?</i> 		
<p>Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback.</p>			
<p>The student is expected to provide constructive feedback to peers following teacher guidelines to improve performance</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check <p>Sample debrief question: <i>What tip can you give your partner if they are having trouble throwing their ball with sufficient</i></p>	<ul style="list-style-type: none"> • Shooting Drills • Shooting Drills • Shot Put • Distance and Accuracy • Target Ball 	<ul style="list-style-type: none"> • Basketball • Hockey • Track • Flying Disc • Racquets and Paddles

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>force to reach their target?</i></p> <p>Target Ball Reflection Question:</p> <ul style="list-style-type: none"> <i>How do you aim your shots to different locations? What strategy should you use for placement?</i> 		

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) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	Heart Rate Monitor Log	<ul style="list-style-type: none"> Fitness Lab Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors 	<ul style="list-style-type: none"> SPARKfit Group Fitness
(B) evaluate self-selected physical activities for personal enjoyment	Student Portfolio	<ul style="list-style-type: none"> How Do You Feel Today? 	Personally Fit Mini Lessons (SPARKfit)

8th 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) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Volley Tennis • 3-on-3 Basketball • Pass and Follow • Receiver Patterns 	<ul style="list-style-type: none"> • Volleyball • Basketball • Soccer • Football
(B) combine correct jumping and landing technique during dynamic activities, game situations, and sports	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Sprints and Jumps Circuit • Mini-Volleyball • 3-on-3 Basketball 	<ul style="list-style-type: none"> • Track and Field • Volleyball • Basketball
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) combine and apply balance with control during dynamic activities, game situations, and sports	Stunts and Tumbling: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Creating Combinations • Stunts and Tumbling Buffet • Event: Stunts and Tumbling World Championships 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
(B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive	Specific Unit: <ul style="list-style-type: none"> • Peer Coach 	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses 	<ul style="list-style-type: none"> • Basketball • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
skills during dynamic activities, game situations, and sports	<ul style="list-style-type: none"> • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Dribble Keep Away • Mini-Hockey 	<ul style="list-style-type: none"> • Hockey
<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) combine appropriate throwing techniques during game situations and sports	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Throw for Accuracy and Distance • Fly Out, Throw Out • Partner Passing 	<ul style="list-style-type: none"> • Flying Disc • Softball • Basketball
(B) apply appropriate catching technique from different levels and trajectories with an implement during game situations and sports	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • 4-Corner Throw and Go • Beat the Ball • Partner Passing 	<ul style="list-style-type: none"> • Softball • Softball • Basketball
(C) perform, without cue, key elements in hand dribbling during game situations and sports	Basketball: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Dribbling to Open Space • Defensive Challenge • Zone and Player-to-Player Defenses 	<ul style="list-style-type: none"> • Basketball • Basketball • Basketball
(D) perform, without cue, key elements in foot dribbling during game situations and sports	Soccer: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Dribble Keep Away • Tackling • Mini-Soccer 	<ul style="list-style-type: none"> • Soccer • Soccer • Soccer
(E) apply correct technique in kicking and punting during game situations and sports with control, distance, and accuracy	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Shooting and Goaltending • Throw-in and Punts • Punting 	<ul style="list-style-type: none"> • Soccer • Soccer • Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(F) perform, without cue, key elements in volleying during game situations and sports	Volleyball: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Forearm Pass • Overhead Pass • Volley Tennis 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Volleyball
(G) perform, without cue, key elements in striking during game situations and sports	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Target Ball • Putting to Targets • Batting Practice 	<ul style="list-style-type: none"> • Racquets and Paddles • Golf • Softball
(H) create and perform a jump rope routine with a partner or a small group using a variety of skills that include agility, speed, and endurance	Jump Rope Performance Rubric Jump Rope Create a Routine Reflection Questions: <i>How did you use self-expression when creating your routine?</i> • <i>What creative ideas do you have that you could add to your routine?</i>	<ul style="list-style-type: none"> • Create a Routine 	<ul style="list-style-type: none"> • Jump Rope
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:			
(A) perform, without cue, the appropriate use of open space and closing space during dynamic activities, games, and sports	Specific Unit: Teacher Rubric Dribble Keep Away Reflection Questions:	<ul style="list-style-type: none"> • Dribbling to Open Space • Dribble Keep Away • Keep Away (3-on-1) 	<ul style="list-style-type: none"> • Basketball • Soccer • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>Why do you think it is important to look around while dribbling?</i></p> <ul style="list-style-type: none"> <i>• In an actual soccer game, why would this be important?</i> <i>• Besides watching for defenders, what else would you be looking for?</i> 		
(B) perform, without cue, the appropriate speed, direction, and force with or without an implement during dynamic activities, games, and sports	Specific Unit: Teacher Rubric	<ul style="list-style-type: none"> • Shooting Drills • Mini-Hockey • 2-Pitch Softball 	<ul style="list-style-type: none"> • Hockey • Hockey • Softball
<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 create and perform with a small group a rhythmic routine with varying tempos using advanced steps and movement patterns	Dance Teacher Rubric	<ul style="list-style-type: none"> • Create Your Own Poco Loco • Create a Hip Hop Routine • Create Your Own Merengue Move • Create Your Own Swing Moves 	<ul style="list-style-type: none"> • Dance • 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) perform, without cue, offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Teacher Rubric <p>Keep Away Reflection Questions: <i>What does "closing space" mean? How can you change your movement during a game to close space?</i></p> <p>Give and Go with Post Players Reflection Questions: <i>Describe some offensive moves that can be made to get open to receive a pass from a post player.</i></p> <ul style="list-style-type: none"> • <i>What can the defender do to intercept the ball?</i> 	<ul style="list-style-type: none"> • Keep Away (2-on-1) • Defense • Modified Team Handball • Give and Go with Post Players 	<ul style="list-style-type: none"> • Basketball • Football • World Games • Basketball
(B) perform, without cue, combinations or sequences of game	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check 	<ul style="list-style-type: none"> • Indiana Jones • Cross the Great Divide 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • World Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
skills to achieve individual or team goals	<ul style="list-style-type: none"> • Teacher Rubric Circle the Circle Think About... <i>In this activity you were able to use teamwork to be successful.</i> • <i>What strategies did your group use to demonstrate teamwork?</i>	<ul style="list-style-type: none"> • Kin-Ball Sport • Circle the Circle 	<ul style="list-style-type: none"> • SEL Lessons
(C) follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played without cue	Cooperatives: <ul style="list-style-type: none"> • Self-Check • Peer Coach • Teacher Rubric Circle the Circle Think About... <i>What strategies did your group use to demonstrate teamwork?</i>	<ul style="list-style-type: none"> • Mini-Hockey • Acceptance and Super Grouping • Adventure Racing 101 • Circle the Circle 	<ul style="list-style-type: none"> • Hockey • First 5 Lessons (Curriculum Resources) • Cooperatives • SEL Lessons
Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits.			
The student is expected to engage in a variety of self-selected outdoor recreational activities and games	Student Portfolio Student MVPA Wellness Journal	<ul style="list-style-type: none"> • Wellness Walking • Presidential Youth Fitness Program 	<ul style="list-style-type: none"> • SPARKfit • SPARKfit

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) perform a variety of lifelong physical activities and explain their effects on overall health and wellness	Sample debrief question: <i>What are some benefits from participating in fitness activities? In team activities? In learning specific sport skills?</i>	<ul style="list-style-type: none"> • Student Program and Portfolio 	<ul style="list-style-type: none"> • SPARKfit
(B) perform basic frequency, intensity, time, and type (FITT) principle in a variety of self- selected aerobic and anaerobic activities	Sample debrief questions: <i>Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition? How would you use the principle of overload to safely improve your muscular strength?</i>	<ul style="list-style-type: none"> • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(C) develop and analyze a personal fitness plan using health-related and skill-related fitness components	Student Portfolio Sample debrief question: <i>What are some activities that are effective in improving each of the health-related physical fitness components?</i>	<ul style="list-style-type: none"> • Fitness Lab 	<ul style="list-style-type: none"> • SPARKfit
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) create and implement a personal physical fitness plan and analyze the results for effective	Student Portfolio	<ul style="list-style-type: none"> • Fitness Lab 	<ul style="list-style-type: none"> • SPARKfit
(B) evaluate personal fitness goals and make appropriate changes for improvement	Student Portfolio	<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) develop a healthy food choice plan that enhances physical performance	Sample debrief question: <i>Why are proteins important for endurance activities?</i> <i>Can you identify foods that contain protein?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Body Composition Circuit Reflection Questions: <i>Can you name three foods that are great sources of protein?</i> • <i>How did the exercises at the stations improve your body composition?</i> • <i>What are some short-term benefits of maintaining your body composition in the healthy fitness zone?</i> <i>Long-term benefits?</i>		
(B) determine hydration needs, without cue, based on physical performance and environmental factors	Student Portfolio	<ul style="list-style-type: none"> • Energy Balance • What is Fitness 	<ul style="list-style-type: none"> • Personally Fit Mini Lessons (SPARKfit) • Personally Fit Mini Lessons (SPARKfit)
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) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports	Sample debrief question: <i>Give some examples of types of clothing that would encourage freedom of movement while helping to prevent</i>	<ul style="list-style-type: none"> • Fitness Lab Portfolio SPARKfit • Basic Exercise Techniques 	<ul style="list-style-type: none"> • SPARKfit • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>injuries in selected sports.</i>		
(B) perform, without cue, the correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety	Sample debrief question: <i>What are some precautions you can take when exercising in extreme heat?</i>	<ul style="list-style-type: none"> • Range of Motion • Individual Warm-Up Routines • Partner Warm-Up Routines 	<ul style="list-style-type: none"> • Fitness • Jump Rope • Jump Rope

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) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports	<p>Coulda, Woulda, Shoulda (Various Units)</p> <p>Communication 3-2-1 Think About... <i>In this activity you were able to learn more about the people in your class. How do you think this would affect the</i></p>	<ul style="list-style-type: none"> • Communication 3-2-1 • 2 V 1 Just for Fun • Partner Stunts • Radio Control • Build Them Up 	<ul style="list-style-type: none"> • SEL Lessons • World Games • Stunts and Tumbling • Cooperatives • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>interaction between your classmates?</i></p> <p>Build Them Up Think About... <i>Is it easier to build up another person (compliment them) or put them down (make fun of them)? • Why do you feel that way? How does that affect how you will treat others now?</i></p>		
(B) evaluate self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports	<p>Problem Decoder Think About... <i>What do you need to be a successful problem-solver? • Are other people an important part of the problem-solving process? Why or why not?</i></p>	<ul style="list-style-type: none"> • Indiana Jones • Cross the Great Divide • Kin-Ball Sport • Circle the Circle 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • World Games • 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) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond	<p>Cooperatives:</p> <ul style="list-style-type: none"> • Self-Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Problem-Solver Adventure Race • Corridor Challenges • Log Jam 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
to winning and losing with dignity and understanding	<p>Problem-Solver Adventure Race Reflection Questions: <i>What cooperative skills did you use today?</i> • <i>How did you work together at each station?</i> • <i>What roles did you have in your group? Did you have a leader?</i></p> <p>Problem Decoder Think About... <i>What do you need to be a successful problem-solver?</i> • <i>Are other people an important part of the problem-solving process? Why or why not?</i></p>	<ul style="list-style-type: none"> • Problem Decoder 	
(B) communicate effectively to enhance healthy interactions while settling disagreements	<p>Cooperatives:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubrics <p>Coulda Shoulda Woulda (all units)</p>	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Corridor Challenges • A Fair Challenge 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p>Corridor Challenges Reflection Questions: <i>In what jobs do people have to work together to achieve a common goal? • In what ways do those people cooperate and communicate?</i></p> <p>A Fair Challenge Think About... <i>Why is it fair to have an equal chance to learn and practice each other's skill? • How can your partner help you to improve? • Do you appreciate or have respect for the skill your partner can do? Why?</i></p>		
(C) demonstrate empathy and mutual respect for the feelings of others	<p>Empathy Corners Think About... <i>How did you feel after participating in this lesson? • What did you learn about others in</i></p>	<ul style="list-style-type: none"> • Cultural Diversity Through Dance • Empathy Corners 	<ul style="list-style-type: none"> • SEL Lessons • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>this activity? • How does this affect your relationship with other students moving forward?</i>		
Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges.			
The student is expected to develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports	Cooperatives: <ul style="list-style-type: none"> • Self-Check • Peer Coach • Teacher Rubric Problem-Solver Adventure Race Reflection Questions: <i>What cooperative skills did you use today? • How did you work together at each station? • What roles did you have in your group? Did you have a leader?</i> Problem Decoder Think About... <i>What do you need to be a successful problem-solver? • Are other</i>	<ul style="list-style-type: none"> • Problem-Solver • Adventure Race • Corridor Challenges • Log Jam • Problem Decoder 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • SEL Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p><i>people an important part of the problem-solving process? Why or why not?</i></p>		
<p>Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback</p>			
<p>The student is expected to provide constructive feedback to peers using a positive tone to improve performance</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check <p>Sample debrief question: <i>What tip can you give your partner if they are having trouble throwing their ball with sufficient force to reach their target?</i></p> <p>Target Ball Reflection Question: <i>How do you aim your shots to different locations? What strategy should you use for placement?</i></p>	<ul style="list-style-type: none"> • Shooting Drills • Shooting Drills • Shot Put • Distance and Accuracy • Target Ball 	<ul style="list-style-type: none"> • Basketball • Hockey • Track • Flying Disc • Racquets and Paddles

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) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	Heart Rate Monitor Log	<ul style="list-style-type: none"> • Fitness Lab • Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors 	<ul style="list-style-type: none"> • SPARKfit • Group Fitness
(B) participate in self-selected physical activities for personal enjoyment	Student Portfolio	<ul style="list-style-type: none"> • How Do You Feel Today? 	<ul style="list-style-type: none"> • Personally Fit Mini Lessons (SPARKfit)