

SPARK Alignment with Utah Physical Education Standards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
K-2 (2008 Edition)			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, Directions • Body Management and Balance • Animal Balancing Act 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Balance, Stunts, and Tumbling
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Pairs Combining Movement Concepts • Scarf Exploration 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Manipulatives
Standard 3: Participates regularly in physical activity.	Games Rubric	<ul style="list-style-type: none"> • Catch and Chase • 2-Square • Switcheroo! 	<ul style="list-style-type: none"> • Games • Recess Activities • Recess Activities
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • Parachute Fitness • Individual Rope Jumping I and II 	<ul style="list-style-type: none"> • Building a Foundation • Parachute • Jumping

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	Parachute Rubric	<ul style="list-style-type: none"> • Capture the Orb • Long Rope Jumping I and II • Frog Crossing 	<ul style="list-style-type: none"> • Parachute • Jumping • Games
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	Dance Rubric	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Showtime 	<ul style="list-style-type: none"> • Dance • Balance, Stunts, and Tumbling • Manipulatives

SPARK Alignment with Utah Physical Education Standards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
3-5 (2007 Edition)			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	Hockey Self-Check	<ul style="list-style-type: none"> • Batting Practice • Ball-Control Drills • Dribbling Drills 	<ul style="list-style-type: none"> • Softball • Soccer • Hockey
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	Create a Game Performance Rubric (Aerobic Games)	<ul style="list-style-type: none"> • Survivor Challenge • Cooperative Countdown • Aerobic Bowling 	<ul style="list-style-type: none"> • Fitness Challenges • Volleyball • Aerobic Games
Standard 3: Participates regularly in physical activity.	Walk / Jog / Run Think About	<ul style="list-style-type: none"> • Moving Around the Track • Inside / Outside Walk / Jog • Partner Walk / Jog and Talk 	<ul style="list-style-type: none"> • Map Challenges • Walk / Jog / Run • Walk / Jog / Run

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p>	<p>Fitness Circuits Performance Rubric</p>	<ul style="list-style-type: none"> • Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits
<p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>Cooperative All-Star Self Check</p>	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Beat the Clock 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
<p>Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>Are You Part of the Cast? Cooperative All- Star Teammate Self Check</p>	<ul style="list-style-type: none"> • Mini-Hockey • Survivor Challenge • Stick with Me! 	<ul style="list-style-type: none"> • Hockey • Fitness Challenges • Cooperatives and Initiatives

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.			
a. Identify feelings resulting from challenges, successes, and failures in physical activity.	Sample debrief question: <i>Is it easy to learn a new skill or physical activity? How do you feel when you master the challenge?</i>	<ul style="list-style-type: none"> • Survivor Challenge • Roll the Dice • Soccer Group Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Soccer
b. Select activities that are personally interesting and rewarding.	Sample debrief question: <i>Why do you enjoy certain physical activities?</i>	<ul style="list-style-type: none"> • 5-Player Kickball • Beat the Ball • 3-Catch Basketball 	<ul style="list-style-type: none"> • Aerobic Games • Softball • Basketball
c. Celebrate personal achievements as well as the achievements of others.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Soccer Group Challenge • Group Jump Rope Challenge • Survivor Challenge 	<ul style="list-style-type: none"> • Soccer • Jump Rope • Fitness Challenges
Objective 2: Practice appropriate risk taking.			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
a. Identify safe and unsafe environments for activity participation.	Sample Debrief Question: <i>What makes a playing area safe? Unsafe?</i>	<ul style="list-style-type: none"> • Look, Learn, and Leave • Flying Disc Stations • Solo Aerobic Fitness 	<ul style="list-style-type: none"> • Stunts and Tumbling • Flying Disc • Fitness Challenges
b. Describe the benefits and proper use of sunscreen and protective clothing while participating in outdoor activities.	Sample Debrief Question: <i>Why is it important to use sunscreen?</i>	<ul style="list-style-type: none"> • Hoop to Hoop (Wellness Integration) • Walk/Jog/Run Grab Bag (Home Integration) 	<ul style="list-style-type: none"> • Flying Disc • Walk/Jog/Run
c. Demonstrate persistence in activities when unsuccessful in initial attempts.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Look, Learn, and Leave • Group Jump Rope Challenge • Survivor Challenge 	<ul style="list-style-type: none"> • Stunts and Tumbling • Jump Rope • Fitness Challenges
d. Participate willingly in new and appropriate activities.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Introduction to Badminton • Introduction to Movement Bands • Bench Step Basics 	<ul style="list-style-type: none"> • Racquets and Paddles • Movement Bands • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.			
Objective 1: Demonstrate responsible social behavior in physical activity settings.			
a. Identify behaviors that may create conflict situations and predict possible consequences of conflict.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Cooperative Volleyball • Create A Dance • Group Trick Add-On 	<ul style="list-style-type: none"> • Volleyball • Dance • Movement Bands
b. Recognize and accept differences in personal backgrounds and skill levels.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Parachute Play (Small Group) 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
c. Accept responsibility for own actions without blaming others.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Mini-Basketball 	<ul style="list-style-type: none"> • Soccer • Hockey • Basketball
d. Describe sportsmanship and importance of following rules.	Cooperatives Performance Rubric Sample debrief question: <i>Why do we have rules when playing with others?</i>	<ul style="list-style-type: none"> • Orientation to SPARK PE • Establishing Basics • Cooperation and Trust 	<ul style="list-style-type: none"> • 1st Three Lessons • 1st Three Lessons • 1st Three Lessons
Objective 2: Follow rules and procedures while participating in activities.			
a. Demonstrate independence and appropriate use of time while	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Look, Learn, and Leave 	<ul style="list-style-type: none"> • Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
participating in physical activity.		<ul style="list-style-type: none"> • Flying Disc Stations • Solo Aerobic Fitness 	<ul style="list-style-type: none"> • Flying Disc • Fitness Challenges
b. Provide input in establishing rules, procedures, and respectful behaviors while participating in various physical activities.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Create a Game 	<ul style="list-style-type: none"> • Softball
c. Work cooperatively with others (e.g., share equipment, invite a peer to take a turn, and help refocus off-task students).	Cooperatives Self-Check	<ul style="list-style-type: none"> • Cooperation and Trust • Group Trick Add-On • Soccer Group Challenge 	<ul style="list-style-type: none"> • 1st Three Lessons • Movement Bands • Soccer
d. Manage equipment responsibly (e.g., check out and return equipment/supplies as required by the teacher and assist with setup and takedown of equipment).	Parachute Rubric	<ul style="list-style-type: none"> • Parachute Introduction 	<ul style="list-style-type: none"> • Parachute

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.			
Objective 1: Demonstrate and apply knowledge of physical fitness.			
a. Identify reasons why activity is important for fitness, both at school and at home.	Sample debrief question: <i>Why is activity important for your fitness at school? At home?</i>	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness • Map Challenges • Walk, Jog, Run Activities
b. Describe the health-related components of physical fitness (e.g., flexibility, cardiovascular endurance, muscular strength and endurance, body composition, proper nutrition).	Sample debrief question: <i>What are the five components of health-related fitness? Can you give an example of each?</i> Fitness Circuits Think About...	<ul style="list-style-type: none"> • Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits
c. Develop a home physical activity schedule that may include family, friends, and pets.	Fitness Challenges Self-Check	Fitness Challenges, Fitness Circuits, Group Fitness Home Plays	
d. Measure fitness progress by using pre-and post-testing (e.g.,	Personal Best Day: My Personal Best Progress	<ul style="list-style-type: none"> • Personal Best Day • Pedometer 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
FitnessGram, President's Challenge, Physical Best).	and Goals Card Sample debrief question: <i>Compare your fitness scores to the scores in the 'Healthy Fitness Zone'. How could you improve a score that fell short of the 'Healthy Fitness Zone'?</i>	Activity • Mixed Fitness Circuit	• Fitness Circuits
Objective 2: Describe how proper nutrition impacts health and physical fitness.			
a. Identify foods rich in proteins, fats, and carbohydrates, and describe the primary function of each.	Sample debrief question: <i>Give an example of a protein-rich food? Carbohydrate? Fat? Why are each important?</i>	• Body Composition BINGO • Body Composition Circuit	• Fitness Challenges • Fitness Circuits
b. Identify snack foods and drinks that are unhealthy.	Sample debrief question: <i>Name some snack foods that are unhealthy.</i>	• Rock-Paper-Scissor Tag SPARK It Up! (Eat Right Tag)	• Chasing and Fleeing
c. Describe the importance of drinking water before and after	Sample debrief question:	• Aerobic Capacity Circuit	• Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
exercise.	<i>Why is it important to stay hydrated when you are performing physical activities? What is the best drink to choose?</i>	<ul style="list-style-type: none"> • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Map Challenges • Walk, Jog, Run Activities
d. Describe the “calories in/calories out” principle for nutrition-activity balance.	Body Composition BINGO Wellness Integration Fitness Grids Wellness Integration	<ul style="list-style-type: none"> • Body Composition BINGO • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits
e. Formulate a balanced diet based on the Food Pyramid (http://www.mypyramid.gov).	Not addressed in 3-6 curriculum		
Objective 3: Participate in a variety of moderate to vigorous physical activities.			
a. Describe how and why the body responds to activity participation (e.g., physiological changes such as sweating, increased heart rate, heavy breathing).	Sample debrief question: <i>What happens to your body when you are physically active?</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
b. Perform a variety of stretches following low-intensity (e.g., walking, jogging, dancing) warm-up activities.	Sample debrief question: <i>What is the reason for doing a warm-up before participating in</i>	<ul style="list-style-type: none"> • Daily Dozen • Fun and Flexibility with a Friend • Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Stunts and Tumbling • Fitness Challenges • Fitness Circuits • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>a physical activity?</i>	<ul style="list-style-type: none"> • Aerobic Dance 	
c. Participate in a variety of activities that develop cardiovascular fitness (e.g., jump rope, tag games, running).	Fitness Challenges Self-Check	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
d. Participate in a variety of activities that develop muscular strength and endurance (e.g., pushups, curl-ups).	Fitness Challenges Self-Check	<ul style="list-style-type: none"> • Muscular Strength and Endurance • Mixed Fitness Circuit • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4			
Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities			
Objective 1: Apply movement principles and skills in small group activities.			
a. Review basic movement skills (e.g., walking, running, skipping, jumping, hopping, sliding, leaping,	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Perimeter Move • Stunts and Tumbling Circuit 	<ul style="list-style-type: none"> • ASAP • Stunts and Tumbling • Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
galloping).		<ul style="list-style-type: none"> • Create a Routine 	
b. Identify the enjoyable aspects of playing a game.	Sample debrief question: <i>Why do you enjoy certain physical activities?</i>	<ul style="list-style-type: none"> • 5-Player Kickball • Beat the Ball • 3-Catch Basketball 	<ul style="list-style-type: none"> • Aerobic Games • Softball • Basketball
c. Demonstrate non-manipulative and manipulative skills while moving through general space.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • 5-Player Shoot and Dribble • 5-Player Throw/Hit and Run • 5-Player Kick and Dribble 	<ul style="list-style-type: none"> • Hockey • Softball • Soccer
d. Demonstrate and apply basic techniques for combined movement skills (e.g., running and then leaping).	Stunts and Tumbling Performance Rubric	<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
Objective 2: Demonstrate a variety of skills in sports and game activities.			
a. Demonstrate the essential components for throwing, catching, and kicking skills (e.g., throw and catch a variety of objects, kick to a stationary/moving target, dribble with dominant hand/foot, pass a ball to a moving partner).	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • 5-Player Shoot and Dribble • 5-Player Throw/Hit and Run • 5-Player Kick and Dribble 	<ul style="list-style-type: none"> • Hockey • Softball • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
b. Demonstrate throwing, catching, and kicking skills in movement combinations (e.g., perform tasks while dodging and moving in zigzag, straight, and curved pathways; catch a ball and throw it back to a partner while moving).	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Air It Out • Grid Passing • Corner to Corner Give and Go 	<ul style="list-style-type: none"> • Football • Basketball • Softball
c. Synchronize movement to a rhythm (e.g., perform and create various simple combinations to a beat by moving forward, backward, and sideways).	Create a Routine Performance Rubric	<ul style="list-style-type: none"> • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Dance • Group Fitness
d. Demonstrate various movement techniques and strategies in game-like drills (e.g., passing a Soccer ball to a teammate or running to an open spot to receive a pass)	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Beat the Ball • Mini-Basketball • Trap, Pass, and Follow • Passing and Receiving Drills 	<ul style="list-style-type: none"> • Softball • Basketball • Soccer • Football

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.			
a. Identify and express feelings resulting from challenges and successes.	Sample debrief question: <i>Is it easy to learn a new skill or physical activity? How do you feel when you master the challenge?</i>	<ul style="list-style-type: none"> • Survivor Challenge • Roll the Dice • Soccer Group Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Soccer
b. Choose activities that can be enjoyed alone and activities that include others.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Inside/Outside Walk/Jog • 4-Square Volleyball • Flying Disc Group Challenge 	<ul style="list-style-type: none"> • Walk, Jog, Run • Volleyball • Flying Disc
c. Select activities that are personally interesting and rewarding.	Sample debrief question: <i>Why do you enjoy certain physical activities?</i>	<ul style="list-style-type: none"> • 5-Player Kickball • Beat the Ball • 3-Catch Basketball 	<ul style="list-style-type: none"> • Aerobic Games • Softball • Basketball
d. Celebrate successes and achievements of self as well as	Cooperatives Self-	<ul style="list-style-type: none"> • Soccer Group 	<ul style="list-style-type: none"> • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
those of others.	Check	Challenge <ul style="list-style-type: none"> • Group Jump Rope Challenge • Survivor Challenge 	<ul style="list-style-type: none"> • Jump Rope • Fitness Challenges
Objective 2: Practice appropriate risk taking.			
a. Describe the importance of using sunscreen and protective clothing while participating in outdoor activities.	Sample Debrief Question: <i>Why is it important to use sunscreen?</i>	<ul style="list-style-type: none"> • Hoop to Hoop (Wellness Integration) • Walk/Jog/Run Grab Bag (Home Integration) 	<ul style="list-style-type: none"> • Flying Disc • Walk/Jog/Run
b. Describe safety precautions associated with activity selection.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Hockey Group Challenge • Under Pressure • Stunt Stories and Tumbling Tales 	<ul style="list-style-type: none"> • Hockey • Football • Stunts and Tumbling
c. Demonstrate persistence in skill development when not successful on the first attempt.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Look, Learn, and Leave • Group Jump Rope Challenge • Survivor Challenge 	<ul style="list-style-type: none"> • Stunts and Tumbling • Jump Rope • Fitness Challenges
d. Participate willingly in new activities.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Introduction to Badminton • Introduction to 	<ul style="list-style-type: none"> • Racquets and Paddles • Movement Bands

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> Movement Bands Bench Step Basics 	<ul style="list-style-type: none"> Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students will exhibit responsible personal and social havior that respects self and others in physical activity settings.			
Objective 1: Demonstrate responsible social behavior in physical activity settings.			
a. Demonstrate personal responsibility for rules and procedures (e.g., manage equipment, stay on task, play fairly, and look out for the safety of self and others).	Cooperatives Performance Rubric	<ul style="list-style-type: none"> Orientation to SPARK PE Establishing Basics Cooperation and Trust 	<ul style="list-style-type: none"> 1st Three Lessons 1st Three Lessons 1st Three Lessons
b. Work cooperatively and productively (e.g., listen to instructions, organize and begin activities promptly, include all members of a group).	Cooperatives Self-Check	<ul style="list-style-type: none"> Group Jump Rope Challenge Group Juggling Stepping Stones 	<ul style="list-style-type: none"> Jump Rope Cooperatives Cooperatives
c. Demonstrate conflict management skills (e.g., identify behaviors that might create	Cooperatives Self-Check	<ul style="list-style-type: none"> Mini-Basketball Mini-Soccer Mini-Hockey 	<ul style="list-style-type: none"> Basketball Soccer Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
conflict, predict consequences of conflict, and consider acceptable methods for managing it).			
d. Demonstrate support for others (e.g., provide encouragement, give skill cues, assist other students).	Cooperatives Self-Check	<ul style="list-style-type: none"> • Group Basketball Hunt • Flying Disc Group Challenge • Hockey Group Challenge 	<ul style="list-style-type: none"> • Basketball • Flying Disc • Hockey
Objective 2: Recognize the attributes that individuals bring to group activities.			
a. Show respect for people of different backgrounds and skill levels and the cultural significance of various activities.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Alunelul • Cotton-Eyed Joe • Pata Pata 	<ul style="list-style-type: none"> • Dance • Dance • Dance
b. Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior (e.g., praise, modification of activities, and positive gestures).	Cooperatives Self-Check	<ul style="list-style-type: none"> • Soccer Group Challenge • Group Jump Rope Challenge • Survivor Challenge 	<ul style="list-style-type: none"> • Soccer • Jump Rope • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.			
Objective 1: Demonstrate and apply knowledge of physical fitness.			
a. Identify the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition).	Sample debrief question: <i>What are the five components of health-related fitness? Can you give an example of each?</i> Fitness Circuits Think About...	<ul style="list-style-type: none"> • Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits
b. Describe the healthful benefits that result from regular and appropriate participation in physical activity.	Wellness Integration: Body Composition BINGO	<ul style="list-style-type: none"> • Body Composition BINGO • Mixed Fitness Circuit • Fitness Grab Bag 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Challenges
c. Maintain continuous aerobic activity for a specified time.	<ul style="list-style-type: none"> • Walk/Jog/Run Performance Rubric • Map Challenges Mileage Chart 	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
Objective 2: Describe how proper nutrition affects health and physical fitness.			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
a. Identify and determine the functions of key vitamins and minerals vital to a healthy body (e.g., vitamins B and C, minerals, calcium, iron).	Not specifically addressed in 3-6 curriculum		
b. Describe nutritional problems related to vitamin and/or mineral deficiencies.	Not specifically addressed in 3-6 curriculum		
c. Describe the benefits of proper nutrition and exercise.	Body Composition BINGO Wellness Integration Fitness Grids Wellness Integration	<ul style="list-style-type: none"> • Body Composition BINGO • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits
d. Explain the role that heredity plays in growth and development.	Not specifically addressed in 3-6 curriculum		
e. Design a balanced eating plan based on the Food Pyramid (http://www.mypyramid.gov).	Not specifically addressed in 3-6 curriculum		
Objective 3: Use personal fitness assessment data to enhance understanding of physical fitness and to improve personal fitness levels.			
a. Identify how cardiovascular fitness is achieved and maintained.		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
b. Monitor heart rate before, during, and after activity.	Sample debrief question: <i>What are some ways</i>	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Aerobic Capacity 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>you can monitor your heart rate?</i>	Circuit <ul style="list-style-type: none"> • Aerobic Dance 	
c. Apply data from a standardized health-related fitness assessment to determine personal fitness goals (e.g., FitnessGram, President’s Challenge, and Physical Best).	Personal Best Day: My Personal Best Progress and Goals Card Sample debrief question: <i>Compare your fitness scores to the scores in the ‘Healthy Fitness Zone’. How could you improve a score that fell short of the ‘Healthy Fitness Zone’?</i>	<ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits
d. Apply the FITT (Frequency, Intensity, Time, Type) Principle of Training to implement personal fitness goals and to identify personal strengths and areas for improvement.	Sample debrief question: <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?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits • Group Fitness
Objective 4: Participate in a variety of moderate to vigorous physical activities.			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
a. Identify daily activities that improve physical fitness (e.g., using stairs instead of an elevator, riding a bike instead of riding in a bus or car, playing outside instead of watching television or playing computer games).	Sample debrief question: <i>What are some daily activities you can do to improve your fitness?</i>	<ul style="list-style-type: none"> • Hopscotch Home Play • Rock, Papers, Scissor Tag Home Play • Switcheroo! Home Play 	<ul style="list-style-type: none"> • Recess Activities • Recess Activities • Recess Activities
b. Participate in activities that improve cardiovascular endurance (e.g., running, power walking, inline skating, swimming, hiking, bicycling, aerobic dancing, and cross-country skiing).	Fitness Challenges Self-Check	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
c. Participate in activities that improve flexibility at major joints (e.g., stretching after warm-up activities).	Fitness Challenges Self-Check	<ul style="list-style-type: none"> • Daily Dozen • Fun and Flexibility with a Friend • Flexibility Circuit 	<ul style="list-style-type: none"> • Stunts and Tumbling • Fitness Challenges • Fitness Circuits
d. Participate in activities that improve muscular strength and endurance (e.g., push-ups, pull-ups, curl-ups, toe raises, lunges).	Fitness Challenges Self-Check	<ul style="list-style-type: none"> • Muscular Strength and Endurance • Mixed Fitness Circuit • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges
e. Participate in regular physical activity at home, at school, and in the community.	Map Challenges Mileage Chart	<ul style="list-style-type: none"> • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Map Challenges • Walk, Jog, Run Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.			
Objective 1: Apply movement principles and skills in small group activities.			
a. Review the basic movement skills (e.g., walking, running, skipping, jumping, hopping, sliding leaping, galloping).	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Sports Moves • Aerobics • Introduction to Movement Bands • Perimeter Move 	<ul style="list-style-type: none"> • Group Fitness • Movement Bands • ASAP
b. Identify teaching cues to improve personal performance and to provide feedback to others with the aid of peer and self-assessment.	Specific Unit Self-Checks	<ul style="list-style-type: none"> • Look, Learn, and Leave • Flying Disc Stations • Partner Throw and Catch 	<ul style="list-style-type: none"> • Stunts and Tumbling • Flying Disc • Softball
c. Demonstrate the follow through in various sports skills (e.g., overhead throw, football pass, basketball set shot, soccer kick).	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Passing and Receiving Drills • Partner Throw and Catch • Stroke and Catch 	<ul style="list-style-type: none"> • Football • Softball • Racquets and Paddles
d. Demonstrate correct form in various manipulative skills (e.g., basketball and soccer dribble, etc.).	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Dribbling Drills • Dribbling Drills • Batting Practice 	<ul style="list-style-type: none"> • Basketball • Soccer • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Objective 2: Demonstrate a variety of skills in sports and game activities.			
a. Describe the basic rules of various sports and activities (e.g., basketball, soccer, flag football, volleyball, softball, and others).	Specific Lesson Debrief	<ul style="list-style-type: none"> • Mini-Basketball • Mini-Soccer • Mini-Hockey 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
b. Perform throwing, catching, and kicking skills in game and modified sports activities (e.g., throw to a partner while he/she runs to catch; dribble and pass a soccer/basketball to a moving receiver; catch a thrown object; continuously strike a ball against a backboard or wall using a bat, racquet, or one's hand, foot, arm, or leg).	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • 5-Player Shoot and Dribble • 5-Player Throw/Hit and Run • 5-Player Kick and Dribble 	<ul style="list-style-type: none"> • Hockey • Softball • Soccer
c. Demonstrate moving to a rhythm in a variety of multicultural and American dances, creating shapes, levels, pathways, and movement patterns that have an apparent beginning, middle, and end.	Dance Performance Rubric	<ul style="list-style-type: none"> • Hot Time • Alunelul • Pata Pata 	<ul style="list-style-type: none"> • Dance • Dance • Dance
d. Demonstrate smooth sequences that combine four or more of the following movements: balancing, jumping/landing, twisting, turning, stretching, and other types of weight transfer.	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> • Those Tricky Transitions • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling

SPARK Alignment with Utah Physical Education Standards
5th Grade (2007 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
Objective 1: Emphasize how physical activity provides an opportunity for enjoyment.			
a. Identify and participate in activities that are personally interesting and rewarding.	Sample debrief question: <i>Why do you enjoy certain physical activities?</i>	<ul style="list-style-type: none"> • 5-Player Kickball • Beat the Ball • 3-Catch Basketball 	<ul style="list-style-type: none"> • Aerobic Games • Softball • Basketball
b. Accept differences in personal backgrounds and skill levels.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Group Jump Rope Challenge • Group Juggling • Stepping Stones 	<ul style="list-style-type: none"> • Jump Rope • Cooperatives • Cooperatives
c. Participate in regular physical activity at home, at school, and in the community.	<ul style="list-style-type: none"> • Walk/Jog/Run Performance Rubric • Map Challenges Mileage Chart 	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
d. Celebrate physical education achievements of self as well as those of others.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Soccer Group Challenge • Group Jump Rope Challenge 	<ul style="list-style-type: none"> • Soccer • Jump Rope • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> Survivor Challenge 	
Objective 2: Practice appropriate risk taking.			
a. Identify safe and unsafe environments for activity participation.	Sample Debrief Question: <i>What makes a playing area safe? Unsafe?</i>	<ul style="list-style-type: none"> Look, Learn, and Leave Flying Disc Stations Solo Aerobic Fitness 	<ul style="list-style-type: none"> Stunts and Tumbling Flying Disc Fitness Challenges
b. Describe the number ratings for sunscreen protection.	Sample Debrief Question: <i>What do number ratings on sunscreen mean?</i>	<ul style="list-style-type: none"> Hoop to Hoop (Wellness Integration) Walk/Jog/Run Grab Bag (Home Integration) 	<ul style="list-style-type: none"> Flying Disc Walk/Jog/Run
c. Demonstrate persistence in activities when unsuccessful in initial attempts.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> Look, Learn, and Leave Group Jump Rope Challenge Survivor Challenge 	<ul style="list-style-type: none"> Stunts and Tumbling Jump Rope Fitness Challenges
d. Participate willingly in new activities.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> Introduction to Badminton Introduction to Movement Bands Bench Step Basics 	<ul style="list-style-type: none"> Racquets and Paddles Movement Bands Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.			
Objective 1: Demonstrate responsible social behavior in physical activity settings.			
a. Accept responsibility for own actions without blaming others.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Group Jump Rope Challenge • Group Juggling • Stepping Stones 	<ul style="list-style-type: none"> • Jump Rope • Cooperatives Cooperatives
b. Respect self and others in activity participation.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Soccer Group Challenge • Group Jump Rope Challenge • Survivor Challenge 	<ul style="list-style-type: none"> • Soccer • Jump Rope • Fitness Challenges
c. Display appropriate cooperative behaviors (e.g., take turns, acknowledge the accomplishments of others).	Cooperatives Performance Rubric	<ul style="list-style-type: none"> • Group Basketball Hunt • Flying Disc Group Challenge • Hockey Group Challenge 	<ul style="list-style-type: none"> • Basketball • Flying Disc • Hockey
Objective 2: Follow rules and procedures while participating in activities.			
a. Identify behaviors that might create conflicts, and predict possible consequences.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Cooperative Volleyball • Create A Dance • Group Trick Add- 	<ul style="list-style-type: none"> • Volleyball • Dance • Movement Bands

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		On	
b. Describe and follow the rules of various games and activities.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Capture the Flag • Quidditch • Raiders of the Ark 	<ul style="list-style-type: none"> • Aerobic Games • Aerobic Games • Aerobic Games
c. Demonstrate good sportsmanship (e.g., accept official's decisions, use appropriate language, honestly report activity results).	Cooperatives Performance Rubric	<ul style="list-style-type: none"> • 9 Grid Basketball • 4 Zone Football • 5-Player Kickball 	<ul style="list-style-type: none"> • Basketball • Football • Aerobic Games
d. Work independently and with others to improve the learning experience (e.g., give encouragement, provide feedback for skill development, and acknowledge accomplishments).	Cooperatives Self-Check	<ul style="list-style-type: none"> • Basketball Skills Stations • Passing and Receiving Drills • Look, Learn, and Leave 	<ul style="list-style-type: none"> • Basketball • Football • Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3			
Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.			
Objective 1: Demonstrate and apply knowledge of physical fitness.			
a. Review the components of	Sample debrief	<ul style="list-style-type: none"> • Body 	<ul style="list-style-type: none"> • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition).	<p>question: <i>What are the five components of health-related fitness? Can you give an example of each?</i></p> <p>Fitness Circuits Think About...</p>	<p>Composition Circuit</p> <ul style="list-style-type: none"> • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
b. Identify healthful benefits that result from regular and appropriate participation in physical activity.	Wellness Integration: Body Composition BINGO	<ul style="list-style-type: none"> • Body Composition BINGO • Mixed Fitness Circuit • Fitness Grab Bag 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Challenges
c. Identify and demonstrate proper lifting technique.	Fitness Challenges Self-Check	<ul style="list-style-type: none"> • Muscular Strength and Endurance Circuit • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges
d. Assess gains in physical fitness by using national tests (e.g., FitnessGram, President's Challenge, Physical Best).	<p>Personal Best Day: My Personal Best Progress and Goals Card</p> <p>Sample debrief question:</p>	<ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>Compare your fitness scores to the scores in the 'Healthy Fitness Zone'. How could you improve a score that fell short of the 'Healthy Fitness Zone'?</i>		
e. Record fitness activity participation in a personal activity journal.	Map Challenges Mileage Chart	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
Objective 2: Describe how proper nutrition affects health and physical fitness.			
a. Identify how levels of physical activity and dietary intake are related to levels of obesity, heart disease, cancer, diabetes, and eating disorders.	Sample debrief question: <i>How do physical activity and diet relate to obesity and heart disease?</i>	<ul style="list-style-type: none"> • Body Composition BINGO • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits
b. Identify foods used as energy sources.	Sample debrief question: <i>What foods are your best choices as a source for energy?</i>	<ul style="list-style-type: none"> • Body Composition BINGO • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits
c. Describe the importance of consuming five servings of fruits	Sample debrief	<ul style="list-style-type: none"> • Body 	<ul style="list-style-type: none"> • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and/or vegetables on a daily basis.	question: <i>Why is it important to eat five servings of fruits and/or vegetables every day?</i>	Composition BINGO • Body Composition Circuit	• Fitness Circuits
d. Describe how food intake and exercise affect energy levels and body composition.	Sample debrief question: <i>How do diet and exercise affect your energy level and body composition?</i>	• Body Composition BINGO • Body Composition Circuit	• Fitness Challenges • Fitness Circuits
e. Demonstrate proper meal selection based on the Food Pyramid (http://www.mypyramid.gov).	Not specifically addressed in 3-6 curriculum		
Objective 3: Participate in a variety of moderate to vigorous physical activities.			
a. Identify and utilize proper warm-up, conditioning, and cool-down techniques.	Sample debrief question: <i>What is the reason for doing a warm-up before participating in a physical activity?</i>	• Daily Dozen • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance	• Stunts and Tumbling • Fitness Challenges • Fitness Circuits • Group Fitness
b. Evaluate various activities for fitness benefits.	Partner Aerobic Fitness Academic Integration	• Aerobic Dance • Sports Moves Aerobics • Bench Step Basics	• Group Fitness • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
c. Participate in continuous aerobic activity for a specified time.	Fitness Challenges Self-Check	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
d. Participate in activities that affect all elements of physical fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, body composition).	Fitness Challenges Self-Check	<ul style="list-style-type: none"> • Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4			
Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.			
Objective 1: Apply movement principles and skills in small group activities.			
a. Identify teaching cues to improve personal performance and	Specific Unit Self-Checks	<ul style="list-style-type: none"> • Look, Learn, and Leave 	<ul style="list-style-type: none"> • Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
to provide feedback to others with the aid of peer and self-assessment.		<ul style="list-style-type: none"> • Flying Disc Stations • Partner Throw and Catch 	<ul style="list-style-type: none"> • Flying Disc Softball
b. Create and perform different types of rhythm/dance patterns (e.g., Lummi sticks, creative movement, line dance, tinikling).	Create a Dance Performance Rubric	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Create a Routine 	<ul style="list-style-type: none"> • Dance • Group Fitness • Movement Bands
c. Identify and apply principles of practice to improve performance (e.g., form, consistency, and repetition).	Sample Debrief Question: <i>How does practicing a skill correctly improve your performance?</i>	<ul style="list-style-type: none"> • Look, Learn, and Leave • Ball Control Drills • Catching Drills 	<ul style="list-style-type: none"> • Stunts and Tumbling • Soccer • Flying Disc
d. Demonstrate complex movement activities (e.g., jumping and landing, smooth change of direction, balance, and weight transfer).	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn, and Leave • Partner Switcheroo Stunt Hunt • Stunt Stories and Tumbling Tales 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
e. Demonstrate knowledge of basic rules for a variety of activities (e.g., tennis, floor hockey, soccer, volleyball).	Specific Lesson Debrief	<ul style="list-style-type: none"> • Mini-Basketball • Mini-Soccer • Mini-Hockey 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
Objective 2: Demonstrate a variety of skills in sports and game activities.			
a. Perform throwing, catching, and dodging skills in modified and	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • 2-Minute Drill • Quidditch 	<ul style="list-style-type: none"> • Football • Aerobic Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
regulation sports activities.		<ul style="list-style-type: none"> • Quick-Play Mini-Football 	<ul style="list-style-type: none"> • Football
b. Strike a moving ball with a bat, racquet, or paddle, using correct techniques.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Paddle 2-Square • Batting Practice • Open Base 	<ul style="list-style-type: none"> • Racquets and Paddles • Softball • Softball
c. Demonstrate basic small group offensive and defensive tactics and strategies in game situations (e.g., body fakes, degrees of speed, change in direction, body positioning while moving and guarding).	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Mini-Soccer • 4-Zone Football • Flying Disc 3-Catch Game • Offense/Defense 	<ul style="list-style-type: none"> • Soccer • Football • Flying Disc • ASAP
d. Demonstrate principles of accuracy, force, opposition, and follow-through when kicking.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Punting Drills • Shooting Drills • Passing Drills 	<ul style="list-style-type: none"> • Football • Soccer • Soccer

SPARK Alignment with Utah Physical Education Standards
6th Grade (2007 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
Objective 1: Emphasize how physical activity provides opportunity for enjoyment and self-expression.			
a. Explore a number of new and different activities that bring personal enjoyment.	Sample debrief question: <i>Why do you enjoy certain physical activities?</i>	<ul style="list-style-type: none"> • Stability Ball Fun • Medicine Ball Madness • Sport Moves Aerobics 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
b. Explain how physical activity can provide enjoyable social interaction.	Sample debrief question: <i>How can physical activity provide enjoyable social interaction?</i>	<ul style="list-style-type: none"> • Virginia Reel • Jump the Circuit (Partner Tricks) • Partner Walk/Jog and Talk 	<ul style="list-style-type: none"> • Dance • Jump Rope • Walk/Jog/Run
c. Participate in activities that are personally challenging.	Specific Unit Self-Check	<ul style="list-style-type: none"> • Moving for Time • Solo Aerobic Fitness Challenge • Survivor Challenge 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Fitness Challenges
d. Celebrate successes and achievements of self and others.	Cooperatives Self-Check	<ul style="list-style-type: none"> • Soccer Group Challenge • Group Jump Rope 	<ul style="list-style-type: none"> • Soccer • Jump Rope • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Challenge <ul style="list-style-type: none"> • Survivor Challenge 	
Objective 2: Demonstrate appropriate risk taking.			
a. Identify and express feelings resulting from challenges.	Sample debrief question: <i>Is it easy to learn a new skill or physical activity? How do you feel when you master the challenge?</i>	<ul style="list-style-type: none"> • Survivor Challenge • Roll the Dice • Soccer Group Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Soccer
b. Explain appropriate and inappropriate risks based on experience and ability.	Quick-Play Mini-Football Wellness Integration	<ul style="list-style-type: none"> • Look, Learn, and Leave • Medicine Ball Madness • Quick-Play Mini-Football 	<ul style="list-style-type: none"> • Stunts and Tumbling • Group Fitness • Football
c. Describe the importance of sun protection and how it may prevent melanoma.	Sample Debrief Question: <i>Why is it important to use sunscreen?</i>	<ul style="list-style-type: none"> • Hoop to Hoop (Wellness Integration) • Walk/Jog/Run Grab Bag (Home Integration) 	<ul style="list-style-type: none"> • Flying Disc • Walk/Jog/Run
d. Demonstrate a basic understanding of first aid principles.	First aid not specifically addressed in 3-6 curriculum		
e. Demonstrate persistence in	Specific Unit	<ul style="list-style-type: none"> • Look, Learn, and 	<ul style="list-style-type: none"> • Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activities when unsuccessful in prior attempts.	Performance Rubric	<ul style="list-style-type: none"> Leave Group Jump Rope Challenge Survivor Challenge 	<ul style="list-style-type: none"> Jump Rope Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2			
Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.			
Objective 1: Demonstrate responsible personal behavior in physical activity settings.			
a. Consider the feelings of all participants in managing conflict situations.	Cooperatives Self-Check	<ul style="list-style-type: none"> Cooperative Volleyball Create A Dance Group Trick Add-On 	<ul style="list-style-type: none"> Volleyball Dance Movement Bands
b. Participate with and show respect for students of similar and different skill levels.	Cooperatives Self-Check	<ul style="list-style-type: none"> Group Juggling Stepping Stones Parachute Play (Small Group) 	<ul style="list-style-type: none"> Cooperatives Cooperatives Cooperatives
c. Demonstrate responsible behavior in using time, applying	Cooperatives Performance Rubric	<ul style="list-style-type: none"> Orientation to SPARK PE 	<ul style="list-style-type: none"> 1st Three Lessons 1st Three Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
rules, and following through with decisions.		<ul style="list-style-type: none"> • Establishing Basics • Cooperation and Trust 	<ul style="list-style-type: none"> • 1st Three Lessons
d. Demonstrate the ability to lead and to follow.	Cooperatives Performance Rubric	<ul style="list-style-type: none"> • Stick with Me! • Stepping Stones • Log Jam 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
e. Initiate skill practice to improve performance.	Sample Debrief Question: <i>How does practicing a skill correctly improve your performance?</i>	<ul style="list-style-type: none"> • Look, Learn, and Leave • Ball Control Drills • Catching Drills 	<ul style="list-style-type: none"> • Stunts and Tumbling • Soccer • Flying Disc
Objective 2: Follow rules and procedures while participating in activities.			
a. Identify safety rules and the value of following them in activity settings.	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Hockey Group Challenge • Under Pressure • Stunt Stories and Tumbling Tales 	<ul style="list-style-type: none"> • Hockey • Football • Stunts and Tumbling •
b. Participate in a group/team to accomplish a set goal (e.g., identify key elements that help groups work effectively, perform assigned responsibilities, evaluate progress/success of group activity).	Cooperatives Self-Check	<ul style="list-style-type: none"> • Soccer Group Challenge • Group Jump Rope Challenge • Survivor Challenge 	<ul style="list-style-type: none"> • Soccer • Jump Rope • Fitness Challenges
c. Follow game rules and accept and respect officials' decisions, whether the officials are students, teachers or outside-of-school	Cooperatives Performance Rubric	<ul style="list-style-type: none"> • Mini-Soccer • 4-Zone Football • Flying Disc 3- 	<ul style="list-style-type: none"> • Soccer • Football • Flying Disc

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
personnel.		Catch Game	<ul style="list-style-type: none"> ASAP
d. Demonstrate support for others (e.g., willingly use skills to help others, provide constructive feedback for skill development, and encourage participation).	Specific Unit Self-Checks	<ul style="list-style-type: none"> Look, Learn, and Leave Flying Disc Stations Partner Throw and Catch 	<ul style="list-style-type: none"> Stunts and Tumbling Flying Disc Softball
e. Demonstrate good sportsmanship (e.g., acknowledge others' efforts, honestly report activity results, and use appropriate language).	Cooperatives Performance Rubric	<ul style="list-style-type: none"> 9 Grid Basketball 4 Zone Football 5-Player Kickball 	<ul style="list-style-type: none"> Basketball Football Aerobic Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3			
Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.			
Objective 1: Demonstrate and apply knowledge of physical fitness.			
a. Describe and apply basic principles of training (e.g., FITT (Frequency, Intensity, Time, Type), overload, progression). FitnessGram, President's	Sample debrief question: <i>Describe the principles of training (F.I.T.T.)</i> <i>How would you</i>	<ul style="list-style-type: none"> Body Composition Circuit Fun and Flexibility with a Friend Muscular Strength 	<ul style="list-style-type: none"> Fitness Circuits Fitness Challenges Fitness Circuits Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Challenge, Physical Best).	<i>apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?</i>	and Endurance • Aerobic Dance	
b. Utilize fitness assessment results to set fitness goals, design a fitness plan, monitor progress, and make modifications.	Personal Best Day: My Personal Best Progress and Goals Card Sample debrief question: <i>Compare your fitness scores to the scores in the 'Healthy Fitness Zone'. How could you improve a score that fell short of the 'Healthy Fitness Zone'?</i>	<ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits
c. Demonstrate the use of resting and working pulse rates to evaluate intensity of workouts and the benefits derived from understanding the changing heart rates.	Sample debrief question: <i>What are some ways you can monitor your heart rate?</i>	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Aerobic Capacity Circuit • Aerobic Dance 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness
Objective 2: Describe how proper nutrition affects health and physical fitness.			
a. Identify strategies to manage	Sample debrief	• Body	• Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
weight through proper nutrition and exercise.	question: <i>How can you manage your weight with exercise and proper nutrition?</i>	Composition BINGO • Body Composition Circuit	<ul style="list-style-type: none"> • Fitness Circuits
b. Describe how people have different needs at different ages for weight management.	Sample debrief question: <i>Why do people have differing caloric needs at different ages?</i>	<ul style="list-style-type: none"> • Body Composition BINGO • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits
c. Describe the “calories in/calories out” principle of weight control.	Body Composition BINGO Wellness Integration Fitness Grids Wellness Integration	<ul style="list-style-type: none"> • Body Composition BINGO • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits
d. Analyze and compare personal food intake to Food Pyramid recommendations (http://www.mypyramid.gov).	Not specifically addressed in 3-6 curriculum		
Objective 3: Participate in a variety of moderate to vigorous activities.			
a. Identify and demonstrate proper warm-up, conditioning, and cool-down techniques.	Sample debrief question: <i>What is the reason for doing a warm-up before participating in</i>	<ul style="list-style-type: none"> • Daily Dozen • Fun and Flexibility with a Friend • Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Stunts and Tumbling • Fitness Challenges • Fitness Circuits • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>a physical activity?</i>	<ul style="list-style-type: none"> • Aerobic Dance 	
b. Participate in games, sport and recreational pursuits both in and outside of school based on individual interests and capabilities.	Sample debrief question: <i>Why do you enjoy certain physical activities?</i>	<ul style="list-style-type: none"> • Mini-Basketball • Mini-Soccer • Quick-Play Mini-Football 	<ul style="list-style-type: none"> • Basketball • Soccer • Football
c. Participate in activities designed to improve all elements of physical fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, body composition).	Fitness Circuits Think About...	<ul style="list-style-type: none"> • Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits
d. Participate in some form of health-enhancing physical activity each day.	Walk/Jog/Run Performance Rubric Map Challenges Mileage Chart	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.			
Objective 1: Apply movement principles and skills in small group activities.			
a. Describe how general movement skills can be translated to a number of different activities.	Sample debrief question: <i>How can movement skills be applied to different activities?</i>	<ul style="list-style-type: none"> • Partner Throw and Catch • Pitch and Catch • Introduction to Underhand Serve • Serving Challenges • Serving Shower 	<ul style="list-style-type: none"> • Softball • Softball • Volleyball • Volleyball • Volleyball
b. Demonstrate movement sequences to rhythm (e.g., square dance, line dance, folk dances from foreign countries, Lummi sticks, tinikling, rope jumping).	Dance Performance Rubric	<ul style="list-style-type: none"> • 5-6-7-8 • Alunelul • Create a Dance 	<ul style="list-style-type: none"> • Dance • Dance • Dance
c. Demonstrate the use of patterns and combinations of movement and non-movement activities into repeatable sequences.	Create a Dance/Routine Rubric	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Create a Routine 	<ul style="list-style-type: none"> • Dance • Group Fitness • Movement Bands
d. Analyze movement patterns and make personal adjustments to improve performance.	Specific Unit Self-Check	<ul style="list-style-type: none"> • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling
e. Demonstrate individual and team strategies in game settings.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Mini-Soccer • 4-Zone Football • Flying Disc 3- 	<ul style="list-style-type: none"> • Soccer • Football • Flying Disc

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Catch Game <ul style="list-style-type: none"> • Offense/Defense 	<ul style="list-style-type: none"> • ASAP
Objective 2: Demonstrate a variety of skills in sports and game activities.			
a. Identify and move to an open space in a game situation (e.g., move and create an open space to receive a pass, maintain appropriate distance from another player in a passing or guarding situation, and pass to a moving teammate).	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Mini-Soccer • 4-Zone Football • Flying Disc 3-Catch Game • Quidditch 	<ul style="list-style-type: none"> • Soccer • Football • Flying Disc • Aerobic Games
b. Demonstrate various striking skills in game situations.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Open Base • Mini-Hockey • Paddle 2-Square 	<ul style="list-style-type: none"> • Softball • Hockey • Racquets and Paddles
c. Throw and catch or kick and receive a ball consistently while being guarded by opponents.	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Mini-Soccer • Quick-Play Mini-Football • Flying Disc 3-Catch Game • Mini-Basketball 	<ul style="list-style-type: none"> • Soccer • Football • Flying Disc • Basketball
d. Demonstrate the ability to play assigned positions in various game situations (e.g., back-row player in volleyball, guard in basketball, first base in softball, goalie in floor hockey).	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Mini-Basketball • Mini-Soccer • Mini-Hockey 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
e. Demonstrate basic offensive and defensive skills in a modified version of team sports (e.g., two-on-two basketball, three-on-three soccer, four-on-four flag football).	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Keep Away (2 on 1) • Keep Away (3 on 1) • Quick-Play Mini-Football 	<ul style="list-style-type: none"> • Basketball • Soccer • Football

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
<p>Objective 1 Emphasize how physical activity provides opportunity for enjoyment and self-expression.</p> <ul style="list-style-type: none"> • Explore a number of new and different activities that bring personal enjoyment. • Explain how physical activity can provide enjoyable social interaction. • Participate in activities that are personally challenging. • Celebrate successes and achievements of self and others. 	<p>Cooperatives, Fitness:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric <p>Create-a-Dance Task Card Create a Game Task Card</p>	<ul style="list-style-type: none"> • Create a 4-Wall Line Dance • Create a Routine • Volleyball Xtreme 	<ul style="list-style-type: none"> • Dance • Jump Rope • Volleyball

<p>Objective 2 Demonstrate appropriate risk taking.</p> <ul style="list-style-type: none"> • Identify and express feelings resulting from challenges. • Explain appropriate and inappropriate risks based on experience and ability. • Describe the importance of sun protection and how it may prevent melanoma. • Demonstrate a basic understanding of first aid principles. • Demonstrate persistence in activities when unsuccessful in prior attempts. 	<p>Cooperatives:</p> <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics 	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race • Creating Combinations 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • Stunts and Tumbling
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	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Standard 2
Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

<p>Objective 1 Demonstrate responsible personal behavior in physical activity settings.</p> <ul style="list-style-type: none"> • Consider the feelings of all participants in managing conflict situations. • Participate with and show respect for students of similar and different skill levels. • Demonstrate responsible behavior in using time, applying rules, and following through with decisions. • Demonstrate the ability to lead and to follow. • Initiate skill practice to improve performance. 	<p>Cooperatives:</p> <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics 	<ul style="list-style-type: none"> • Radioactive River • Boulder Runner • Merengue • Etiquette Basics • Singles/Doubles • Game Play • Responsibility and Routines • Respect and Roll Taking 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Dance • Handball • First 5 Lessons • First 5 Lessons
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<p>Objective 2 Follow rules and procedures while participating in activities.</p> <ul style="list-style-type: none"> Identify safety rules and the value of following them in activity settings. Participate in a group/team to accomplish a set goal (e.g., identify key elements that help groups work effectively, perform assigned responsibilities, evaluate progress/success of group activity). Follow game rules and accept and respect officials' decisions, whether the officials are students, teachers or outside-of-school personnel. Demonstrate support for others (e.g., willingly use skills to help others, provide constructive feedback for skill development, and encourage participation). Demonstrate good sportsmanship (e.g., acknowledge others' efforts, honestly report activity results, and use appropriate language). 	<p>Specific Unit:</p> <ul style="list-style-type: none"> Peer Coach Self Check Teacher Rubrics 	<ul style="list-style-type: none"> Moon Ball Centepede Pass Mini-Soccer Mini-Hockey 3-on-3 Basketball 	<ul style="list-style-type: none"> Cooperatives Cooperatives Soccer Hockey Basketba
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 3 Students will understand and apply the health-enhancing benefits of physical activity</p>			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and proper nutrition.			
<p>Objective 1 Demonstrate and apply knowledge of physical fitness.</p> <ul style="list-style-type: none"> Describe and apply basic principles of training (e.g., FITT (Frequency, Intensity, Time, Type), overload, progression). Monitor personal fitness data to evaluate physical fitness (e.g., FitnessGram, President's Challenge, Physical Best). Utilize fitness assessment results to set fitness goals, design a fitness plan, monitor progress, and make modifications. Demonstrate the use of resting and working pulse rates to evaluate intensity of workouts and the benefits derived from understanding the changing heart rates. Demonstrate individual and team strategies in game settings. 	<ul style="list-style-type: none"> Personally Fit Activity Challenge: In the Mood to Move Heart Rate Monitor Log Pedometer Log <p>Fitness:</p> <ul style="list-style-type: none"> MS Unit Written Test Peer Coach Self Check Teacher Rubric 	<ul style="list-style-type: none"> Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors Personally Fit SPARKfit 	<ul style="list-style-type: none"> Fitness SPARKfamily.org SPARKfamily.org

<p>Objective 2 Describe how proper nutrition affects health and physical fitness.</p> <ul style="list-style-type: none"> • Identify strategies to manage weight through proper nutrition and exercise. • Describe how people have different needs at different ages for weight management. • Describe the "calories in/calories out" principle of weight control. • Analyze and compare personal food intake to Food Pyramid recommendations. 	<p>Sample debrief questions: <i>How does diet and exercise affect your weight? How does your diet compare to the Food Pyramid recommendation?</i></p>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness
<p>Objective 3 Participate in a variety of moderate to vigorous activities.</p> <ul style="list-style-type: none"> • Identify and demonstrate proper warm-up, conditioning, and cool-down techniques. • Participate in games, sport and recreational pursuits both in and outside of school based on individual interests and capabilities. • Participate in activities designed to improve all elements of physical fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, body composition). • Participate in some form of health-enhancing physical activity each day. 	<p>Personally Fit Activity Challenge: In the Mood to Move</p>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Body Composition Circuit • <i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i> 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.			
<p>Objective 1 Apply movement principles and skills in small group activities.</p> <ul style="list-style-type: none"> • Describe how general movement skills can be translated to a number of different activities. • Demonstrate movement sequences to rhythm (e.g., square dance, line dance, folk dances from foreign countries, Lummi sticks, tinikling, rope jumping). • Demonstrate the use of patterns and combinations of movement and non-movement activities into repeatable sequences. • Analyze movement patterns and make personal adjustments to improve performance. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Teacher Rubric • Self-Check • Peer Coach <p>Sample debrief questions: <i>How can you apply your racquet skills to handball? To volleyball?</i></p>	<ul style="list-style-type: none"> • Introduction to the Serve • Introduction to the Handball Serve • Serving Challenges • Create a Hip Hop Routine • Creating Combinations 	<ul style="list-style-type: none"> • Racquets and Paddles • Handball • Volleyball • Dance • Stunts and Tumbling

<p>Objective 2 Demonstrate a variety of skills in sports and game activities.</p> <ul style="list-style-type: none"> • Identify and move to an open space in a game situation (e.g., move and create an open space to receive a pass, maintain appropriate distance from another player in a passing or guarding situation, and pass to a moving teammate). • Demonstrate various striking skills in game situations. • Throw and catch or kick and receive a ball consistently while being guarded by opponents. • Demonstrate the ability to play assigned positions in various game situations (e.g., back-row player in volleyball, guard in basketball, first base in softball, goalie in floor hockey). • Demonstrate basic offensive and defensive skills in a modified version of team sports (e.g., two-on-two basketball, three-on-three soccer, four-on-four flag football). 		<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Defense • Zone and Person Defense • Zone and Player-to-Player Defenses • Zone Defense • Singles/Doubles Game Play 	<ul style="list-style-type: none"> • Basketball • Football • Flying Disc • Soccer • Hockey • Racquets and Paddles
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Grade 7

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.			
<p>Objective 1 Demonstrate the correct technique for a variety of basic skills.</p> <ul style="list-style-type: none"> • Perform individual movement skills such as walking, running, sliding, and jumping. • Perform individual non-movement skills such as stretching, bending, and twisting. • Perform individual manipulative skills such as throwing, kicking, and striking a variety of objects, demonstrating both accuracy and force. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Creating Combinations • Create a 4-Wall Line Dance • Volley Tennis • Beat the Ball • Bullseye and Long Shot 	<ul style="list-style-type: none"> • Stunts and Tumbling • Dance • Racquets and Paddles • Softball • Soccer

<p>Objective 2 Apply correct techniques of basic skills during lead-up games and in rhythmic activities.</p> <ul style="list-style-type: none"> • Perform movement and non-movement skills with a partner or small group in lead-up Activities, e.g., 1 x 1, 2 x 2, 2 x 1. • Perform manipulative skills while working individually or with a partner in activities such as dribbling a basketball, kicking a soccer ball, or volleying a tennis ball. • Combine manipulative skills while working individually or with a partner, as in dribbling and shooting a soccer ball or basketball, or receiving a pass and shooting a hockey puck. • Identify and practice weight transfer, follow-through, and body-target alignment, common components in a variety of skills. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Partner Passing • Keep Away 2-on-1 • Extreme Rally • Passing Drills • Target Golf 	<ul style="list-style-type: none"> • Basketball • Basketball • Racquets and Paddles • Hockey • Golf
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 2 Students will demonstrate understanding of movement concepts, principles,</p>			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
strategies, and tactics as they apply to the learning and performance of physical activities.			
<p>Objective 1 Identify ways to link and transfer basic manipulative skills and concepts to specialized sports skills.</p> <ul style="list-style-type: none"> • Recognize the similarities between manipulative skills in different activities such as the tennis serve and the overhand volleyball serve, the underhand badminton serve and the underhand softball throw, and the backhand stroke in tennis and the Frisbee backhand throw. • Link different skills like dribbling and passing a basketball, receiving and dribbling a soccer ball, or receiving a pass and kicking a soccer goal. • Perform skills while moving alone or with partners 	<p>Sample debrief question: <i>How can you apply your racquet skills to handball? To volleyball?</i></p>	<ul style="list-style-type: none"> • Introduction to the Serve • Introduction to the Handball Serve • Serving Challenges 	<ul style="list-style-type: none"> • Racquets and Paddles • Handball • Volleyball

<p>Objective 2 Set goals and apply concepts for the development of movement skills and to improve performance.</p> <ul style="list-style-type: none"> Recognize that time and effort are prerequisites for skill improvement. Identify steps to setting goals. Identify successful cues for improved skill performance. Move to open space to receive a pass in a variety of activities. Move to a space to defend in a number of activities. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> Peer Coach Self-Check Teacher Rubric 	<ul style="list-style-type: none"> Keep Away 2-on-1 Keep Away (3-on-1) Zone Defense 	<ul style="list-style-type: none"> Basketball Soccer Hockey
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 3 Students will participate regularly in physical activity.</p>			

Objective 1

Assess personal fitness level and create personal fitness goals.

Caution: Assessment of body composition is inappropriate at this level.

- Determine personal fitness levels and improvement through pre and post testing in the elements of physical fitness (muscular strength and endurance, flexibility, cardiovascular endurance).
- Create personal goals based on fitness assessment.
- Monitor progress toward fitness goals by using a checklist or journal.
- Recognize that fitness programs are based on each individual's needs.

Personally Fit
SPARKfit
(SPARKfamily.org)

<p>Objective 2 Participate in activities that promote physical fitness.</p> <ul style="list-style-type: none"> Describe the components and principles of physical fitness. Participate in activities that improve flexibility before and after exercise. Participate in activities that improve muscular strength and endurance at least three times a week. Participate in moderate to vigorous activity for a minimum of 30 minutes, three times a week. Explore a number of new physical activities for personal interest during physical education class. 	<p>Fitness:</p> <ul style="list-style-type: none"> Written Test Peer Coach Self-Check Teacher Rubric 	<ul style="list-style-type: none"> Aerobic Capacity Circuit Basic Exercise Techniques Resistance Band Workout Stability Ball and Medicine Ball Workout Range of Motion Circuit Balancing Strength and Flexibility Circuit Introduction to Yoga Introduction to Pilates Combining Aerobic Capacity and Flexibility 	<ul style="list-style-type: none"> Fitness Fitness Fitness Fitness Fitness Fitness Fitness Fitness Fitness
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Standard 4
Students will achieve and maintain health-enhancing levels of physical fitness.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Objective 1 Demonstrate knowledge of the components of physical fitness.</p> <ul style="list-style-type: none"> • Compare aerobic and anaerobic exercises. • Distinguish between muscular strength and muscular endurance and between cardiovascular and muscular endurance. • Participate in activities that are appropriate for improving each component of physical fitness. • Apply FITT (frequency, intensity, time, and type) fitness activity guidelines. • Use technology to monitor and improve skill and fitness levels. 	<ul style="list-style-type: none"> • Heart Rate Monitor Log • Pedometer Log • Personally Fit Activity Challenge: In the Mood to Move <p>Sample debrief questions: <i>What is the difference between muscular strength and muscular endurance?</i> <i>Describe the principles of training (F.I.T.T.)</i> <i>How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?</i></p>	<ul style="list-style-type: none"> • Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors • Aerobic Capacity Circuit • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Introduction to Yoga • Introduction to Pilates • Combining Aerobic Capacity and Flexibility 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness • Fitness • Fitness • Fitness • Fitness • Fitness • Fitness
Objective 2	Sample debrief	<ul style="list-style-type: none"> • Body 	<ul style="list-style-type: none"> • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Explore the relationship between physical activity and proper nutritional choice.</p> <ul style="list-style-type: none"> Investigate the concept of energy balance. Review the structure of the food pyramid. Describe the benefits of exercise and proper nutrition and the consequences of inactivity and poor eating habits. 	<p>question: <i>Name a short-term benefit for keeping your body composition within the healthy fitness zone. What are some long-term benefits?</i></p>	<p>Composition Circuit</p> <ul style="list-style-type: none"> Body Composition BINGO Build a Pyramid Nutrition Team Challenge Fruit Smoothie 	<ul style="list-style-type: none"> Fitness Fitness Fitness
<p>Objective 3 Demonstrate the proper biomechanical principles of posture.</p> <ul style="list-style-type: none"> Demonstrate proper posture while standing, sitting, and lifting. Identify exercises contributing to abdominal strength. Identify opposing muscle groups. 	<p>Fitness:</p> <ul style="list-style-type: none"> Self Check Peer Coach Teacher Rubric 	<ul style="list-style-type: none"> Balancing Strength and Flexibility Circuit Introduction to Yoga Introduction to Pilates 	<ul style="list-style-type: none"> Fitness Fitness Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.			
<p>Objective 1 Demonstrate the ability to make responsible choices in activity settings.</p> <ul style="list-style-type: none"> • Make safe choices for self and others in operating equipment properly. • Follow rules in activity participation. • Consider consequences when confronted with a behavior choice. • Keep winning and losing in perspective. • Resolve interpersonal conflicts with empathy for rights and feelings of others. • Understand how to act independently of peer pressure. 	<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"> • Responsibility and Routines • Acceptance and Super Grouping • Singles/Doubles Game Play • A Round of Golf • Singles/Doubles Game Play • Volleyball Xtreme 	<ul style="list-style-type: none"> • First 5 Lessons • First 5 Lessons • Handball • Golf • Racquets and Paddles • Volleyball

<p>Objective 2 Demonstrate the ability to work with others in activity settings.</p> <ul style="list-style-type: none"> • Demonstrate the ability to follow as well as lead in activity settings. • Accept decisions of officials in a respectful manner. • Handle conflicts that arise with others without confrontation. • Recognize the influence of peer pressure. • Participate respectfully and display sensitivity to the feelings of others while participating in activities with students of different abilities, gender, skills, and cultures 	<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"> • Problem-Solver Adventure Race • Adventure Racing 101 • Hoopla Adventure Race • 3-on-3 Basketball • Mini-Hockey • 7v7 Modified Softball 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • Basketball • Hockey • Softball
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 6 Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>			

<p>Objective 1 Demonstrate the health-enhancing benefits of physical activity and proper nutrition.</p> <ul style="list-style-type: none"> Recognize the positive connection between proper nutrition and exercise. Recognize that effective fitness and activity program choices will vary among individuals. Use activity participation to reduce stress. Participate in activities that develop all elements of physical fitness. 	<p>Sample debrief question: <i>Why are proteins important for endurance activities?</i> <i>Can you identify foods that contain protein?</i></p>	<ul style="list-style-type: none"> Body Composition Circuit Body Composition BINGO Build a Pyramid Nutrition Team Challenge Fruit Smoothie 	<ul style="list-style-type: none"> Fitness Fitness Fitness Fitness Fitness
<p>Objective 2 Recognize that physical activity provides opportunities for challenge, enjoyment, self-expression, and social interaction.</p> <ul style="list-style-type: none"> Celebrate successes and achievements by self and others. Participate in activities that are personally challenging and rewarding. Identify appropriate risks in activity selection. Appreciate how physical activity can provide social interaction among people of varying ability levels in team activities. 	<p>Cooperatives, Fitness:</p> <ul style="list-style-type: none"> Peer Coach Self-Check Teacher Rubric <p>Create-a-Dance Task Card Create a Game Task Card</p>	<ul style="list-style-type: none"> Nutrition Team Challenge Create a 4-Wall Line Dance Partner Stunts Advanced Shots Create a Routine Adventure Racing 101 Volleyball Xtreme Create a Routine 	<ul style="list-style-type: none"> Fitness Dance Stunts and Tumbling Handball Stunts and Tumbling Cooperatives Volleyball Jump Rope

Grade 8

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.			
<p>Objective 1 Demonstrate the correct technique for a variety of movement skills.</p> <ul style="list-style-type: none"> • Perform movement skills such as walking, running, and jumping with efficiency and with proper form. • Perform non-movement skills, such as stretching during warm-up and cool-down, with mature skill levels while working individually and with a partner. • Perform advanced manipulative skills such as kicking and striking a variety of objects, demonstrating both accuracy and force while moving or being guarded. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Creating Combinations • Create a 4-Wall Line Dance • Partner Warm-up Routines • Volley Tennis • Beat the Ball • Bullseye and Long Shot 	<ul style="list-style-type: none"> • Stunts and Tumbling • Dance • Jump Rope • Racquets and Paddles • Softball • Soccer
<p>Objective 2 Apply correct techniques of basic skills in a number of individual, dual, and team sport-specific activities.</p> <ul style="list-style-type: none"> • Consistently throw and catch or kick and receive a ball while being guarded by opponents. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Defense • Zone and Person Defense • Zone and Player-to-Player Defenses 	<ul style="list-style-type: none"> • Basketball • Football • Flying Disc • Soccer • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<ul style="list-style-type: none"> Combine skills with basic offensive and defensive strategies to participate in modified versions of individual and team sports. Review and demonstrate correct weight transfer, follow-through, and body- target alignment in a variety of activities. 		<ul style="list-style-type: none"> Zone Defense 	
<p>Objective 3 Demonstrate correct technique in a variety of improvised rhythmic activities.</p> <ul style="list-style-type: none"> Participate in a variety of dances such as square, folk, aerobic, modern, ballroom, and line. Perform rhythmic activities representing various cultures such as Native American, African, and Latin American dances. 	<p>Dance:</p> <ul style="list-style-type: none"> Teacher Rubric Self Check Peer Coach 	<ul style="list-style-type: none"> La Bomba Poco Loco Hip Hop Basic Moves Jigsaw Merengue Mixer! 	<ul style="list-style-type: none"> Dance Dance Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.			
<p>Objective 1 Demonstrate ways to link and transfer basic manipulative skills and concepts to specialized sports activities.</p> <ul style="list-style-type: none"> • Apply the principle of transfer of learning by identifying similarities and differences of movement concepts to facilitate the learning of a new skill. • Identify and analyze offensive and defensive strategies in a number of different activities. • Describe the key elements, such as balance and follow-through, in the execution of sport-specific skills. 	<p>Sample debrief question: <i>How can you apply your racquet skills to handball? To volleyball?</i></p>	<ul style="list-style-type: none"> • Introduction to the Serve • Introduction to the Handball Serve • Serving Challenges 	<ul style="list-style-type: none"> • Racquets and Paddles • Handball • Volleyball

<p>Objective 2 Set goals and monitor changes in the development of movement skills to improve performance.</p> <ul style="list-style-type: none"> Recognize that time and effort are prerequisites for skill improvement. Review the goal-setting process. Use visual and mental cues to learn and self-assess performance. Understand the use of rubrics to assess performance levels. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> Peer Coach Self-Check Teacher Rubric 	<ul style="list-style-type: none"> Keep Away 2-on-1 Keep Away (3-on-1) Zone Defense 	<ul style="list-style-type: none"> Basketball Soccer Hockey
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Standard 3
Students will participate regularly in physical activity.

Objective 1

Assess personal fitness level and maintain a basic exercise plan that incorporates all elements of physical fitness. *Caution: Assessment of body composition is inappropriate at this level.*

- Determine personal fitness levels using a variety of assessment instruments.
- Design and implement a personal fitness program based on the fitness assessment results.
- Monitor progress through periodic fitness tests, activity journals, and computer software programs.
- Evaluate progress and adjust fitness plan to meet individual needs.

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(SPARKfamily.org)

<p>Objective 2 Participate in activities that promote physical fitness.</p> <ul style="list-style-type: none"> Participate in activities that develop flexibility, muscular strength and endurance, and cardiovascular fitness. Utilize the overload principle to improve all elements of physical fitness. Participate on small teams to promote maximum participation and fitness outcomes. Explore a variety of nontraditional physical activities such as orienteering, field hockey, and rock climbing during and after school hours. 	<ul style="list-style-type: none"> Fitness Self Check Sample Debrief Question: <i>How would you use the principle of overload to safely improve your muscular strength?</i> Personally Fit Activity Challenge: In the Mood to Move 	<ul style="list-style-type: none"> Aerobic Capacity Circuit Basic Exercise Techniques Resistance Band Workout Stability Ball and Medicine Ball Workout Range of Motion Circuit Balancing Strength and Flexibility Circuit Introduction to Yoga Introduction to Pilates 	<ul style="list-style-type: none"> Fitness Fitness Fitness Fitness Fitness Fitness Fitness Fitness
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 Students will achieve and maintain health-enhancing levels of physical fitness.			
Objective 1	<ul style="list-style-type: none"> Fitness: 	<ul style="list-style-type: none"> Create A Routine 	<ul style="list-style-type: none"> Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Demonstrate knowledge of the elements of physical fitness.</p> <ul style="list-style-type: none"> Define the elements of physical fitness. Correctly demonstrate various resistance-training techniques. Learn to relate pulse rate and physical energy expenditure. Maintain a daily activity journal as a record of physical fitness activities. Apply the FITT (frequency, intensity, time, type) guidelines to a number of activities. Participate in a daily stretching program to promote flexibility. 	<ul style="list-style-type: none"> Self-Check Peer Coach Teacher Rubric Written Test Sample debrief questions: <ul style="list-style-type: none"> <i>Describe the principles of training (F.I.T.T.)</i> <i>How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?</i> Pedometer Log Heart Rate Monitor Log Personally Fit Activity Challenge: In the Mood to Move 	<p>(Fitness Aerobic Capacity)</p> <p>Extension: Heart Rate Monitors</p> <ul style="list-style-type: none"> Resistance Band Workout Stability Ball and Medicine Ball Workout Aerobic Capacity Circuit Balancing Strength and Flexibility Circuit 	<ul style="list-style-type: none"> Fitness Fitness Fitness Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Objective 2 Describe the relationship between physical activity and proper nutritional choice.</p> <ul style="list-style-type: none"> Review the concept of energy balance. Using a diet and activity log, analyze the balance between food intake and energy expenditure. Create a meal plan based on the food pyramid. Identify poor food choices and healthy alternatives. 	<p>Sample debrief questions: <i>What does your body need for energy when you exercise? What happens to the energy that you use up when you exercise?</i></p>	<ul style="list-style-type: none"> Body Composition Circuit Body Composition BINGO Build a Pyramid Nutrition Team Challenge Fruit Smoothie 	<ul style="list-style-type: none"> Fitness Fitness Fitness Fitness
<p>Objective 3 Demonstrate the biomechanical principles of posture during activity.</p> <ul style="list-style-type: none"> Demonstrate correct posture when lifting heavy objects. Identify exercises that contribute to trunk stabilization. Discuss the importance of balance in developing strength in opposing muscle groups. 	<p>Sample debrief questions: <i>Show me the correct body position for stretching your hamstrings. Your triceps? Why is flexibility important when you exercise?</i></p>	<ul style="list-style-type: none"> Balancing Strength and Flexibility Circuit Introduction to Yoga Introduction to Pilates 	<ul style="list-style-type: none"> Fitness Fitness Fitness

<p>Objective 4 Adjust and monitor fitness and exercise programs using a variety of technological resources.</p> <ul style="list-style-type: none"> Assess and adjust personal fitness plan utilizing computer software for feedback. Evaluate intensity levels of activities using data from heart rate monitors and/or pulse sticks. Enhance the development of fitness plans through using information found on the Internet. Use camcorders or digital cameras to analyze performance and observe models of excellence in a variety of activities. 	<ul style="list-style-type: none"> Pedometer Log Heart Rate Monitor Log Personally Fit Activity Challenge: In the Mood to Move Sample debrief question: <i>How hard did you work during the activity based on the scale of perceived exertion?</i> 	<ul style="list-style-type: none"> Gotta Have Heart Aerobic Capacity Circuit Heart Rate Highway Daytona 2000 Create a Routine (Aerobic Capacity) 	<ul style="list-style-type: none"> Fitness Fitness Fitness Fitness Fitness
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 5 Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.</p>			

<p>Objective 1 Demonstrate the ability to make responsible choices in activity settings.</p> <ul style="list-style-type: none"> Identify and follow rules while playing sports and games, while keeping winning and losing in perspective. Make responsible choices based on the safety of self and others when participating in physical activities. Accept the consequences of personal behavior choices. Strive to act independently of peer pressure. Work to improve physical fitness and motor skills. 	<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"> Responsibility and Routines Acceptance and Super Grouping Singles/Doubles Game Play A Round of Golf Singles/Doubles Game Play Volleyball Xtreme 	<ul style="list-style-type: none"> First 5 Lessons First 5 Lessons Handball Golf Racquets and Paddles Volleyball
<p>Objective 2 Demonstrate the ability to work with others in activity settings.</p> <ul style="list-style-type: none"> Demonstrate leadership in a number of activities. Work with a partner in fitness activities. Analyze factors contributing to performance outcomes without blaming others. Identify positive and negative peer influences. Resolve interpersonal conflicts with sensitivity to the rights and feelings of others. 	<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"> Problem-Solver Adventure Race Adventure Racing 101 Hoopla Adventure Race 3-on-3 Basketball Mini-Hockey 7v7 Modified Softball 	<ul style="list-style-type: none"> Cooperatives Cooperatives Cooperatives Basketball Hockey Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 6 Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
<p>Objective 1 Appreciate the benefits of living a healthy lifestyle.</p> <ul style="list-style-type: none"> Analyze and categorize physical activities and exercises according to their benefits throughout life. Recognize that, in addition to physical fitness, regular activity participation offers social and psychological benefits. Recognize how proper nutrition and exercise impact childhood obesity and type II diabetes. Recognize the importance of establishing a pattern of daily participation in a number of different activities. 	<p>Personally Fit Activity Challenge: In the Mood to Move</p> <p>Sample debrief question: <i>What are the benefits over time of participating in physical activities and exercise on a regular basis?</i></p>	<ul style="list-style-type: none"> Introduction to Yoga Introduction to Pilates Combining Aerobic Capacity and Flexibility 	<ul style="list-style-type: none"> Fitness Fitness Fitness

SPARK Alignment with Utah Physical Education Standards (HS Version 2011)

Participation Skills & Techniques

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.			
Objective 1 Attain competence in a variety of sport-specific skills by applying the required techniques. <ul style="list-style-type: none"> • Develop proper movement skills for a variety of game, sport, and dance activities. • Use combinations or sequences of movement skills in game or other activity settings. • Participate in a number of individual and team activities demonstrating the basic skills, strategies, and rules. 	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Big D (4-on-4 Royal Court) • D-Fence (5-on-5 Royal Field) • Win the Point (Singles Royal Court) • Event: Star-Hockey “Shockey” Cup 	<ul style="list-style-type: none"> • Basketball • Football • Badminton • Hockey

<p>Objective 2 Demonstrate proficiency in knowledge and skills in a few movement forms and use assessment results to improve performance.</p> <ul style="list-style-type: none"> • State and understand critical cues for movement skills. • Demonstrate understanding of the basic skills, strategies, and rules in a variety of activities. • Practice movement skills individually, with a partner, in a small group, and in regulation play. • Assess skill performance of self and others using critical cues. • Detect and correct errors in individual and group performance. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Personal Best • Self-Check • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Basketball Personal Best • Football Personal Best • Hockey Personal Best • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Basketball • Football • Hockey • Flying Disc: Ultimate • Softball
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 2 Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>			

<p>Objective 1 Demonstrate an understanding of movement concepts that include physical, mental, and social applications.</p> <ul style="list-style-type: none"> • Explain and give examples of movement and developmental concepts, i.e., the sequential nature of change, the uniqueness in the rates of physiological development, the nature of movement components, and the developmental stages skill acquisition. • Explain and apply biomechanical principles related to stability of the center of gravity, the production and application of force, and safe methods of lifting and carrying heavy objects. • Demonstrate knowledge of concepts regarding the physiology of warming up and cooling down, the structure and function of the human body, the influence of individual differences in activity settings, and unsafe exercises. • Explain the social and psychological aspects of sport, i.e., goal setting, stress reduction, self-assessment, self-image, group interaction and cooperation, empathy, and participation 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric • Written Tests • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Adventure Race 101 • Game Day 101 	<ul style="list-style-type: none"> • Flying Disc: Ultimate • Hockey • Softball • SPARK HS PE 101 • SPARK HS PE 101
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according to rules.			
Objective 2 Apply movement concepts to the learning and development of skills. <ul style="list-style-type: none"> Analyze movement performance through a variety of means such as rubrics, self and peer assessment, video and computer analyses, and teacher feedback. Design personal practice sessions according to individual needs. 	Specific Unit: <ul style="list-style-type: none"> Self-Check Fun-day-mentals Jigsaw Notes Personal Best Assessments Teacher Rubric 	<ul style="list-style-type: none"> Basic Training: FUNctional Fitness Jigsaw Create Your Own ST Program Badminton Personal Best 	<ul style="list-style-type: none"> Strength Training Strength Training Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 Students will participate regularly in physical activity.			

<p>Objective 1 Demonstrate knowledge of the requirements for a healthy lifestyle.</p> <ul style="list-style-type: none"> Recognize the benefits of a healthy lifestyle and the consequences of poor nutrition and inactivity. Accurately explain the elements of physical fitness. Self-assess the elements of physical fitness, i.e., muscular and cardiovascular endurance, flexibility, and body composition, using a variety of instruments. Calculate maximum heart rate and exercise in a target heart rate zone. Develop short- and long-term goals for activity and physical fitness. 	<p>Fitness:</p> <ul style="list-style-type: none"> Self-Check Performance Rubric Fun-day-mentals Jigsaw Notes Written Tests Personal Best <p>Personal Fitness Program Development</p>	<ul style="list-style-type: none"> Wellness Walking Personal Best Create Your Own ST Program iCardio Kickboxing Aerobics Basic Training iHIIT (High Intensity Interval Training) 	<ul style="list-style-type: none"> Wellness Walking Strength Training Group Fitness Group Fitness Group Fitness
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<p>Objective 2 Participate in a variety of activities that promote individual satisfaction and physical fitness.</p> <ul style="list-style-type: none"> Analyze and compare health and fitness benefits derived from a variety of activities. Participate in a number of class activities that promote strength, muscular and cardiovascular endurance, flexibility, and personal satisfaction. Adjust activities to increase fitness benefits by increasing pace and adding time and/or repetitions. Explore a variety of nontraditional physical activities for personal interest both during and outside of school hours. 	<ul style="list-style-type: none"> Personally Fit Activity Challenge: In the Mood to Move Create Your Strength Training Program Log Heart Rate Monitor Logs Pedometer Logs 	<ul style="list-style-type: none"> Walk-Jog-Run Cardio Kickboxing iFreestyle Aerobics HIIT Basic Training iYoga Basic Training: FUNctional Fitness Jigsaw Personal Fitness Program Development 	<ul style="list-style-type: none"> Wellness Walking Group Fitness Group Fitness Group Fitness Group Fitness Strength Training <p>Personally Fit SPARKfit (SPARKfamily.org)</p>
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 4 Students will achieve and maintain health-enhancing levels of physical fitness.</p>			

<p>Objective 1 Participate in a variety of activities in class and outside of school that develop a foundation of physical fitness.</p> <ul style="list-style-type: none"> • Identify and participate in a number of activities that develop muscular strength and endurance, flexibility, and cardiovascular endurance. • Develop and maintain activity journals to track fitness and activity levels. • Review FITT (Frequency, Intensity, Time, Type) guidelines as they apply to the development of physical fitness. • Recognize that both proper nutrition and exercise are necessary for a lifelong healthy lifestyle. 	<ul style="list-style-type: none"> • Personally Fit Activity Challenge: In the Mood to Move • Create Your Strength Training Program Log • Heart Rate Monitor Logs • Pedometer Logs 	<ul style="list-style-type: none"> • Walk-Jog-Run • Cardio Kickboxing • iFreestyle Aerobics • HIIT Basic Training • iYoga • Basic Training: FUNctional Fitness Jigsaw • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness • Group Fitness • Group Fitness • Strength Training <p>Personally Fit SPARKfit (SPARKfamily.org)</p>
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<p>Objective 2 Assess, adjust, and monitor physical activity using a variety of technological resources.</p> <ul style="list-style-type: none"> Utilize computer software to assist in assessing and tracking fitness levels. Adjust intensity levels of various activities through monitoring pulse rates manually or by using heart-rate monitors or pulse sticks. Improve movement skills using camcorders or digital cameras to provide feedback and self-analysis. Use Internet resources to create reports on activity, nutrition, and lifelong wellness. 	<ul style="list-style-type: none"> Heart Rate Monitor Logs Pedometer Logs 	<ul style="list-style-type: none"> Fitness Personal Best Fitness Personal Best Fitness Personal Best 	<ul style="list-style-type: none"> Group Fitness Strength Training Wellness Walking
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 5 Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.</p>			
<p>Objective 1 Demonstrate responsible behavior in activity settings.</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> Character Matters Assessments 	<ul style="list-style-type: none"> Game Day 101 Adventure Race 101 SPARK Event 101 	<ul style="list-style-type: none"> SPARK HS PE 101 SPARK HS PE 101 SPARK HS PE 101 Cooperatives:

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<ul style="list-style-type: none"> Listen and consider consequences before taking action in conflict situations. Identify and address unsafe conditions and risky behaviors in activity settings. Follow recommended safety precautions and procedures. Keep the importance of winning and losing in perspective relative to other positive goals of participation. Apply safe practices, rules, and etiquette in all physical activity settings. 	<ul style="list-style-type: none"> Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> Orienteering Adventure Race Waltzing Royalty Mixer 	<ul style="list-style-type: none"> Orienteering Dance
<p>Objective 2 Demonstrate responsible social behavior in working with others in activity settings.</p> <ul style="list-style-type: none"> Recognize when to lead and follow in group activity settings. Provide positive reinforcement to peers of all ability levels in activity settings. Analyze potential causes and solutions to conflict in activity settings. Explore ways of contributing to the community through academic service projects 	<p>Specific Unit:</p> <ul style="list-style-type: none"> Character Matters Assessments Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> Game Day 101 Adventure Race 101 SPARK Event 101 Orienteering Adventure Race 	<ul style="list-style-type: none"> SPARK HS PE 101 SPARK HS PE 101 SPARK HS PE 101 Cooperatives: Orienteering

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 6 Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
<p>Objective 1 Demonstrate a respect for differences among people in activity settings.</p> <ul style="list-style-type: none"> • Work positively with others in diverse settings and groups. • Explore/research sports and activities of other cultures. • Value what each participant can do in an activity rather than emphasizing individual weaknesses. • Recognize students who do not feel included and make a deliberate effort to involve them in activities. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Game Day 101 • Adventure Race 101 • SPARK Event 101 • Orienteering Adventure Race 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101 • Cooperatives: Orienteering
<p>Objective 2 Recognize that physical activity provides opportunities for enjoyment.</p> <ul style="list-style-type: none"> • Use physical activity to reduce the 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, 	<ul style="list-style-type: none"> • Yoga Basic Training • Walk and Talk Fun-day-mentals Jigsaw • Basic Training: 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training • Dance • Group Fitness • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>stress of everyday life through participation in activities that are personally rewarding.</p> <ul style="list-style-type: none"> Utilize recreational facilities that are available in the community. Enjoy the satisfaction of interacting, participating, and competing with others in physical activities. 	<p>Woulda Character Ed Journaling Pages</p>	<p>FUNctional Fitness Jigsaw</p> <ul style="list-style-type: none"> Event: Dance Olympics iHIIT (High Intensity Interval Training) Create Your Own ST Program Wellness Walking Hip Hop Jigsaw Personal Best Event: The Crackerjack Classic (Option 1: Create & Play Your Own Game) Adventure Race 	<ul style="list-style-type: none"> Wellness Walking Dance Softball

Fitness for Life

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.			
<p>Objective 1 Demonstrate an understanding of the fitness outcomes in a variety of activities.</p> <ul style="list-style-type: none"> • Demonstrate basic competence in a variety of activities that contribute to improvement of overall fitness. • Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide fitness benefits. • Modify sports and activities to include an aerobic benefit. • Use FITT (frequency, intensity, time, type) guidelines to evaluate activities. 	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Personal Fitness Program Development • 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?</i> 	<ul style="list-style-type: none"> • Create Your Own ST Program • iCardio Kickboxing • Wellness Walking Personal Best 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking

<p>Objective 2 Demonstrate active participation outside of the school day.</p> <ul style="list-style-type: none"> Participate in recreational activities offered through community agencies. Participate in activities developing fitness outside of the school day. Maintain activity journals illustrating activity participation outside of school hours. 	<ul style="list-style-type: none"> Heart Rate Monitor Logs Pedometer Logs Personally Fit Activity Challenge: In the Mood to Move Create Your Strength Training Program Log 	<ul style="list-style-type: none"> Walk-Jog-Run Cardio Kickboxing iFreestyle Aerobics 	<ul style="list-style-type: none"> Wellness Walking Group Fitness Group Fitness
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 2 Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>			

<p>Objective 1 Recognize the relationship between physical activity and personal health.</p> <ul style="list-style-type: none"> Recognize that health-related fitness is a lifelong process unique to each individual. Identify genetic influences on body type, sedentary lifestyle diseases, muscle types, and rates of weight gain and loss. Describe how physical activity affects body mass composition, including muscle and fat percentages and bone density. Describe the mental, social, and psychological benefits of physical activity. Describe how exercise increases longevity and quality of life through the reduction of stress. 	<p>HIIT Basic Training Think About...</p>	<ul style="list-style-type: none"> HIIT Basic Training Cardio Kickboxing Basic Training Aerobics Basic Training 	<ul style="list-style-type: none"> Group Fitness Group Fitness Group Fitness
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<p>Objective 2 Explain the elements of physical fitness, e.g., flexibility, cardiovascular endurance, and body composition).</p> <ul style="list-style-type: none"> • Review the elements of physical fitness. • Define maximum volume of oxygen uptake (VO2 Max), respiratory rate, cardiac output, stroke volume, and heart rate, all concepts of cardiovascular endurance. • Explore concepts related to flexibility, e.g., genetics, static vs. ballistic stretching, and joint variations. • Explain the concepts related to muscular strength, e.g., isotonic, isometric, and isokinetic exercises, the overload principle, and the work/rest ratio. • Explain the concepts related to muscular endurance, e.g., high repetitions with low resistance, sport specificity, and the work/rest ratio. • Explain the concepts related to body composition, e.g., the difference between being overweight and obese, genetic influences, and various ways to measure body composition. 	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Personal Fitness Program Development • Fitness Written Test • Fitness Self-Check • Sample Debrief Question: <i>How would you use the principle of overload to safely improve your muscular strength?</i> 	<ul style="list-style-type: none"> • iHIIT (High Intensity Interval Training) • Create Your Own ST Program • Walk-Jog-Run • Personally Fit • SPARKfit 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking • SPARKfamily.org • SPARKfamily.org
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<p>Objective 3 Explain training principles and how they impact physical fitness.</p> <ul style="list-style-type: none"> • Explain the principles of warm-up and cool-down as they relate to proper stretching, active vs. passive recovery, and injury prevention and rehabilitation. • Explain methods and the importance of using heart rates to monitor the intensity of physical activities. • Calculate individual target heart rate training zones by using the maximum heart rate formula or maximum heart rate reserve formula. • Provide definitions for overload, progression, specificity, reversibility, frequency, duration, intensity, and rest and recovery. • Compare aerobic and anaerobic activities, showing examples of each. • Observe safety precautions in training, e.g., over-training, altitude, pollution, and temperature extremes. • Develop weight-training programs to build muscular strength, muscular endurance or a combination of the two. 	<ul style="list-style-type: none"> • Fitness Personal Best Think About... • HIIT Basic Training Think About... • Heart Rate Monitor Logs <p>Sample debrief question: <i>How would you use the principle of overload to safely improve your muscular strength?</i></p>	<ul style="list-style-type: none"> • Create Your Own ST Program • iFreestyle Aerobics • iCardio Kickboxing 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Group Fitness
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<p>Objective 4 Understand the relationship between proper nutrition and personal health and fitness.</p> <ul style="list-style-type: none"> • Explain the role of nutrition in overall health and fitness. • Explain proper balance between food intake and energy expenditure. • Compare the effects and/or dangers of weight loss and gain on body composition and personal health. • Identify the benefits and dangers of various dietary supplements such as vitamins, minerals, herbs, power drinks, steroids, and performance-enhancing drugs. • Identify strategies for developing a healthy self-concept and acceptance of one's body make-up. 	<p>Personal Fitness Program Development</p>	<p>Personally Fit SPARKfit (SPARKfamily.org)</p>
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 3 Students will participate regularly in physical activity.</p>			
Objective 1	• Fitness Personal	• Fitness Personal	• Fitness Personal Best

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Assess personal health and fitness levels.</p> <ul style="list-style-type: none"> • Research family history for health-risk factors such as coronary heart disease, cancer, diabetes, cholesterol, and blood pressure. • Assess known personal health risk factors considering age, gender, body composition, blood pressure, heart rate, cholesterol levels, and daily stress situations. • Assess personal fitness status regarding activity participation, energy expenditure, elements of physical fitness, and nutritional practices. 	<p>Best Assessments</p> <ul style="list-style-type: none"> • Personally Fit Activity Challenge: In the Mood to Move 	<p>Best Assessment</p> <ul style="list-style-type: none"> • Wellness Walking Personal Best • Fitness Personal Best Assessment 	<p>Assessment</p> <ul style="list-style-type: none"> • Wellness Walking Personal Best • Fitness Personal Best Assessment

<p>Objective 2 Develop and implement a personal fitness plan</p> <ul style="list-style-type: none"> • Pre-test to establish baseline fitness information for muscular strength and endurance, flexibility, body composition, heart rate, blood pressure, and cardiovascular endurance. • Develop personal fitness goals based on the pre-testing results and use a post-test to show progress and improvement. • List and evaluate activities that develop specific elements of physical fitness. • Participate in a variety of individual and group activities appropriate for enhancing physical fitness both during and after school hours. • Incorporate appropriate training principles including overload, progression, specificity, intervals, circuits, reversibility, maximum heart rate, target heart rate, perceived exertion, and rest and recovery. • Calculate and monitor daily caloric intake and expenditure for weight management, and utilize an activity journal to track progress. 	<ul style="list-style-type: none"> • Fitness Personal Best Assessments • Personal Fitness Program Development • Heart Rate Monitor Logs 	<ul style="list-style-type: none"> • Personally Fit • SPARKfit • Fitness Personal Best Assessment • Wellness Walking Personal Best • Fitness Personal Best Assessment 	<ul style="list-style-type: none"> • SPARKfamily.org • SPARKfamily.org • Fitness Personal Best Assessment • Wellness Walking Personal Best • Fitness Personal Best Assessment •
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 Students will achieve and maintain health-enhancing levels of physical fitness.			
<p>Objective 1 Participate in personally meaningful activities.</p> <ul style="list-style-type: none"> • Participate regularly in physical activities that contribute to the attainment and maintenance of personal fitness goals. • Use results of post fitness assessments to guide changes in fitness plan. • Analyze time, cost, and accessibility factors in determining activity participation in community settings. • Recognize how physical activities impact a person's physical, emotional, social, and intellectual well-being. 	<ul style="list-style-type: none"> • Personally Fit Activity Challenge: In the Mood to Move • Fitness Personal Best Assessments • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Walk-Jog-Run • Cardio Kickboxing • iFreestyle Aerobics • Personally Fit • SPARKfit 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness • SPARKfamily.org • SPARKfamily.org

<p>Objective 2 Use a variety of technological resources to design, monitor, and adjust fitness programs.</p> <ul style="list-style-type: none"> • Use heart rate monitors or pulse sticks to monitor heart rates. • Calculate body composition by using skin-fold calipers or electrical impedance analyzers. • Calculate blood pressure using digital monitors. • Use computer software to track progress in fitness programs and to perform a nutritional analysis. • Access various websites to assist in developing, evaluating, and revising personal fitness programs. 	<ul style="list-style-type: none"> • Personal Fitness Program Development • Heart Rate Monitor Logs • Pedometer Log 	<p>Personally Fit SPARKfit (SPARKfamily.org)</p>
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p align="center">Standard 5 Students will exhibit responsible personal and social behaviors that show respect for</p>			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
themselves and others in physical activity settings.			
<p>Objective 1 Accept diversity of people in activity settings.</p> <ul style="list-style-type: none"> • Demonstrate acceptance of others regarding varying skills, abilities, limitations, and cultural backgrounds. • Take an active role in helping others achieve success. • Identify the effects of age, gender, race, ethnicity, physical makeup, and culture on physical activity preference and participation 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Game Day 101 • Adventure Race 101 • SPARK Event 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101

Objective 2

Make responsible choices in activity settings.

- Recognize the effects of environmental conditions like wind, temperature, humidity, and altitude on activity performance.
- Examine the effects of substance abuse on health and performance.
- Explore the consequences of eating disorders at either end of the spectrum.
- Identify appropriate risks and safety factors in the selection of fitness activities.
- Accept responsibility for personal choices.

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(SPARKfamily.org)

<p>Objective 3 Demonstrate personal responsibility and the ability to work with others in activity settings.</p> <ul style="list-style-type: none"> Utilize time effectively to set personal goals, practice, and complete assigned tasks. Work independently and on task with a partner and in small or large group activities. Demonstrate maturity and self-control in conflict situations. Take a supportive role to encourage and positively influence peers in a variety of activity settings. Participate in academic service-learning activities available in the community. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> Character Matters Assessments Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> Game Day 101 Adventure Race 101 SPARK Event 101 Walk and Talk Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> SPARK HS PE 101 SPARK HS PE 101 SPARK HS PE 101 Wellness Walking
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 6 Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Objective 1 Understand that physical activity provides opportunities for enjoyment and social interaction.</p> <ul style="list-style-type: none"> • Select competitive and recreational activities that bring personal satisfaction. • Appreciate the aesthetic value of activity participation in a variety of settings. • Recognize that physical activities offer a positive environment to meet and interact with people of varying interests and ability levels. • Describe how the participation with others can positively influence the attainment of personal fitness goals. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Character Matters Assessments <p>Coulda, Shoulda, Woulda Character Ed Journaling Pages</p>	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Cricket Adventure Race • Fun-day-mentals Jigsaw • Strength Training Adventure Race • Event: Dance Olympics 	<ul style="list-style-type: none"> • World Games: Cricket • World Games: Cricket • Flying Disc: Ultimate • Strength Training • Dance
<p>Objective 2 Recognize that physical activity provides opportunities for personal challenge.</p> <ul style="list-style-type: none"> • Explore a variety of personally challenging activities during and after school hours. • Voluntarily participate in competitive and recreational activities. • Utilize short- and long-term goals 	<p>SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief)</p> <p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Performance Rubric • Personal Best Assessment 	<ul style="list-style-type: none"> • Badminton Personal Best • Basketball Personal Best • Cooperatives: Orienteering Personal Best • Dance Personal Best • Flying Disc: Ultimate Personal 	<ul style="list-style-type: none"> • Badminton • Basketball • Cooperatives: Orienteering • Dance • Flying Disc: Ultimate • Football • Hockey • Soccer • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>in activity selection.</p> <ul style="list-style-type: none"> Define challenges and risk factors that change with the aging process. 		<p>Best</p> <ul style="list-style-type: none"> Football Personal Best Hockey Personal Best Soccer Personal Best Softball Personal Best Volleyball Personal Best World Games: Cricket Personal Best 	<ul style="list-style-type: none"> Volleyball World Games: Cricket
<p>Objective 3 Utilize physical activities to provide opportunities for self-expression.</p> <ul style="list-style-type: none"> Choose activities that are personally rewarding. Utilize imagination, self-expression, and creativity in designing personal fitness plans. Bolster self-esteem through activity participation. Participate in programs and facilities in the community that foster activity choice and self-expression. 	<p>iFreestyle Aerobics Think About...</p>	<ul style="list-style-type: none"> iFreestle Aerobics iCardio Kickboxing iHIIT (High Intensity Interval Training) 	<ul style="list-style-type: none"> Group Fitness Group Fitness Group Fitness

Individualized Lifetime Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.			
<p>Objective 1 Apply required techniques to be competent in a variety of sport, adventure, and fitness activities.</p> <ul style="list-style-type: none"> • Demonstrate basic competence and participation in a variety of areas that may include individual and group activities, leisure/lifetime activities, aquatics, and cooperative activities. • Participate successfully in activities using advanced skills and strategies with increasingly more complex movement skills, while consistently following rules and regulations. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Yoga Basic Training • Badminton Personal Best • Spinning Personal Best • Win the Point (Singles Royal Court) • Event: Uber 'Bad' Cup (Singles and Doubles Round Robin) 	<ul style="list-style-type: none"> • Group Fitness • Badminton • Group Fitness (online unit) • Badminton • Badminton •

<p>Objective 2 Demonstrate the necessary knowledge and skills to be proficient in a few movement forms.</p> <ul style="list-style-type: none"> • Identify the critical elements of increasingly complex game and movement forms. • Demonstrate understanding of the advanced skills, strategies, and rules of activities. • Use mental and physical cues in practicing activities. • Detect and correct errors in personal performance and in the performance of others. • Use internal and external feedback to analyze and improve performance. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check Personal Best Assessment 	<ul style="list-style-type: none"> • Basketball Personal Best • Football Personal Best • Hockey Personal Best 	<ul style="list-style-type: none"> • Basketball • Football • Hockey •
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 2 Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>			
Objective 1	Specific Unit:	<ul style="list-style-type: none"> • Fielder's Choice 	<ul style="list-style-type: none"> • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Demonstrate knowledge of the relationships of movement concepts including physical, mental, and social applications.</p> <ul style="list-style-type: none"> • Demonstrate the importance of proper form to success in activities; the influence of strength, speed and size; and the type of equipment used. • Apply biomechanical principles to analyze and improve activity performance. • Understand physiological concepts as they relate to aerobic and anaerobic activities. • Communicate to improve group performance and develop strategies to include others in activity settings. • Use visualization to improve performance. 	<ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Big D (4-on-4 Royal Court) • D-Fence (5-on-5 Royal Field) • Win the Point (Singles Royal Court) • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Basketball • Football • Badminton • World Games: Cricket • Flying Disc: Ultimate

<p>Objective 2 Apply movement concepts to the learning and development of movement skills.</p> <ul style="list-style-type: none"> • Demonstrate transfer of basic manipulative skills and concepts to specific sports and activities. • Analyze performance through the use of video and digital cameras and other means. • Design appropriate practice sessions based on personal needs to improve performance. • Identify how skill, strength, previous experience, desire to play, and other personal characteristics affect participation in specific types of activities or practice sessions. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Soccer Personal Best • Softball Personal Best • Volleyball Personal Best • World Games: Cricket Personal Best 	<ul style="list-style-type: none"> • Soccer • Softball • Volleyball • World Games: Cricket
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 3 Students will participate regularly in physical activity.</p>			

<p>Objective 1 Participate in activities that promote physical fitness and enjoyment.</p> <ul style="list-style-type: none"> • Identify the fitness benefits in a variety of activities. • Identify and utilize activities and facilities in the community that meet personal participation and fitness needs. • Use readily available resources and materials to engage in home fitness activities. • Participate in lifetime activities that are personally rewarding. 	<ul style="list-style-type: none"> • Personally Fit Activity Challenge: In the Mood to Move • Create Your Strength Training Program Log • Heart Rate Monitor Logs • Pedometer Logs 	<ul style="list-style-type: none"> • Walk-Jog-Run • Cardio Kickboxing • iFreestyle Aerobics • HIIT Basic Training • iYoga • Basic Training: FUNctional Fitness Jigsaw • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Wellness Walking • Group Fitness • Group Fitness • Group Fitness • Group Fitness • Strength Training <p>Personally Fit SPARKfit (SPARKfamily.org)</p>
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<p>Objective 2 Apply the knowledge to be able to develop and maintain an active lifestyle.</p> <ul style="list-style-type: none"> Analyze lifelong activity participation considering age, gender, family needs, job demands, and socioeconomic status. Self-assess all components of physical fitness using a variety of assessment tools. Design short-term and long-term personal fitness programs. Analyze the nutritional aspects of developing and maintaining a healthy lifestyle. Use activity journals/portfolios to track personal progress in developing and maintaining fitness. 	<ul style="list-style-type: none"> Personally Fit Activity Challenge: In the Mood to Move Create Your Strength Training Program Log Heart Rate Monitor Logs Pedometer Logs 	<ul style="list-style-type: none"> Walk-Jog-Run Cardio Kickboxing iFreestyle Aerobics HIIT Basic Training iYoga Basic Training: FUNctional Fitness Jigsaw Personal Fitness Program Development 	<ul style="list-style-type: none"> Wellness Walking Group Fitness Group Fitness Group Fitness Group Fitness Strength Training <p>Personally Fit SPARKfit (SPARKfamily.org)</p>
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 4 Students will achieve and maintain health-enhancing levels of physical fitness.</p>			

<p>Objective 1 Participate in activities to develop a foundation of physical fitness.</p> <ul style="list-style-type: none"> Participate in activities that develop muscular strength and/or endurance, flexibility and cardiovascular fitness. Recognize the importance of the balance between food intake and energy expenditure in maintaining weight, developing fitness and preventing sedentary disease. 	<ul style="list-style-type: none"> Personally Fit Activity Challenge: In the Mood to Move Create Your Strength Training Program Log Heart Rate Monitor Logs Pedometer Logs 	<ul style="list-style-type: none"> Walk-Jog-Run Cardio Kickboxing iFreestyle Aerobics HIIT Basic Training iYoga Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> Wellness Walking Group Fitness Group Fitness Group Fitness Group Fitness Strength Training
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<p>Objective 2 Adjust and monitor fitness and the execution of movement skills using a variety of technological resources.</p> <ul style="list-style-type: none"> • Demonstrate familiarity with a variety of computer software programs for improving and monitoring skills and fitness levels. • Create a video individually or with a partner to illustrate correct form and technique in selected activities. • Use a camcorder or digital camera to identify key elements of an activity or to provide a record of improvement from the beginning to the end of an instructional period. • Prepare reports on fitness and activity using Internet resources. • Utilize heart-rate monitors, pulse sticks, blood pressure devices, body mass analyzers, and pedometers to assess and track fitness levels. 	<ul style="list-style-type: none"> • Heart Rate Monitor Logs • Pedometer Logs • Fitness Personal Best Assessment 	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking <p>Personally Fit SPARKfit (SPARKfamily.org)</p>
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.			
<p>Objective 1 Demonstrate responsible personal behavior in physical activity settings.</p> <ul style="list-style-type: none"> • Analyze potential dangers in exercise and activities and identify safe alternatives. • Act independently of peer pressure in developing healthy choices. • Set goals and work independently in pursuit of fitness and skill development. • Recognize the meaning and importance of rules in activity participation. • Practice budgeting time to complete fitness tasks. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Event: The Crackerjack Classic (Option 1: Create & Play Your Own Game) Adventure Race • Win the Point (Singles Royal Court) • Event: Star-Hockey “Shockey” Cup (4-on-4 Round Robin) • Volley-Call II (6-on-6 Royal Court) 	<ul style="list-style-type: none"> • Softball • Badminton • Hockey • Volleyball
<p>Objective 2 Demonstrate the ability to work with others in activity settings.</p> <ul style="list-style-type: none"> • Self-officiate in recreational sports. • Positively recognize efforts by opponents in a number of different activities. • Communicate with fellow 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed 	<ul style="list-style-type: none"> • Event: The Crackerjack Classic (Option 1: Create & Play Your Own Game) Adventure Race • Win the Point (Singles Royal 	<ul style="list-style-type: none"> • Softball • Badminton • Hockey • Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>participants to solve conflict without confrontation.</p>	<p>Journaling Pages</p>	<p>Court)</p> <ul style="list-style-type: none"> • Event: Star-Hockey “Shockey” Cup (4-on-4 Round Robin) • Volley-Call II (6-on-6 Royal Court) 	
<p>Objective 3 Demonstrate responsible social behavior.</p> <ul style="list-style-type: none"> • Be willing to walk away to avoid verbal or physical confrontation in activity settings. • Listen to all sides before taking action in solving conflict. • Develop strategies to include others in activity participation. • Participate in academic service-learning projects to assist people in the community. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Game Day 101 • Adventure Race 101 • SPARK Event 101 • Orienteering Adventure Race • Waltzing Royalty Mixer 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101 • Cooperatives: Orienteering • Dance

<p>Objective 4 Demonstrate respect and understanding of differences among people in activity settings.</p> <ul style="list-style-type: none"> • Report on the historical roles and values of games, sports, and dance in different cultures. • Participate in games and sports with participants of varying ability levels. • Recognize the effects of age on activity performance and choice in a lifelong fitness and activity plan. • Adapt or modify activities to include participants of diverse backgrounds and ability levels. 	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Game Day 101 • Adventure Race 101 • SPARK Event 101 • Orienteering Adventure Race • Waltzing Royalty Mixer 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101 • Cooperatives: Orienteering • Dance
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Standard 6 Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>			

<p>Objective 1 Demonstrate that physical activity provides opportunities for a lifelong healthy lifestyle.</p> <ul style="list-style-type: none"> • Know the benefits of activity and proper nutrition and the consequences of inactivity and poor nutritional choice. • Explore indoor and outdoor activities offered in the community. • Utilize personal knowledge to improve fitness and skill levels throughout the life cycle. • Participate in activities to prevent and relieve everyday stress. 	<p>Fitness Personal Best Assessment HIIT Basic Training Think About...</p>	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Group Fitness • Strength Training • Wellness Walking <p>Personally Fit SPARKfit (SPARKfamily.org)</p>
<p>Objective 2 Demonstrate that physical activity provides opportunities for personal challenge.</p> <ul style="list-style-type: none"> • Differentiate between appropriate and inappropriate risks in activity selection and participation. • Develop trust through adventure-based and cooperative learning activities. • Recognize abilities and limitations when setting goals and personal challenges. 	<p>Personally Fit Activity Challenge: In the Mood to Move Orienteering Personal Best Think About...</p>	<ul style="list-style-type: none"> • Orienteering Personal Best • Event: The Navigational Invitational • Tri-Pod • Orienteering Adventure Race • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Cooperatives: Orienteering • Cooperatives: Orienteering • Cooperatives: Orienteering • Cooperatives: Orienteering • Cooperatives: Orienteering

<p>Objective 3 Demonstrate that physical activity provides opportunities for self-expression and social interaction.</p> <ul style="list-style-type: none"> • Explore new activities individually and with others. • Choose activities that contribute to self-expression and social interaction. • Extend participation in activities to non-school social environments. • Visualize activity participation as a means of meeting, understanding, and participating with people of diverse backgrounds. 	<p>Wellness Walking Walk-Jog-Run Think About... Walk and Talk Fun-day-mentals Jigsaw Think About...</p>	<ul style="list-style-type: none"> • Event: Dance Olympics • iHIIT (High Intensity Interval Training) • Create Your Own ST Program 	<ul style="list-style-type: none"> • Dance • Group Fitness • Strength Training
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<p>Objective 2 Recognize that physical activity provides opportunities for challenge, enjoyment, self-expression, and social interaction.</p> <ul style="list-style-type: none"> • Develop strategies for overcoming fear of participating in new activities outside of personal comfort zones. • Recognize individual abilities and limitations when determining goals and personal challenges. • Respect, appreciate, and enjoy the aesthetic and creative aspects of activity participation. • Participate in activities that offer social interaction with people of varying ability levels and different social and cultural backgrounds. 	<p>Cooperatives, Fitness:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric <p>Create-a-Dance Task Card</p> <p>Create a Game Task Card</p>	<ul style="list-style-type: none"> • Nutrition Team Challenge • Create a 4-Wall Line Dance • Partner Stunts • Advanced Shots • Create a Routine • Adventure Racing 101 • Volleyball Xtreme • Create a Routine 	<ul style="list-style-type: none"> • Fitness • Dance • Stunts and Tumbling • Handball • Stunts and Tumbling • Cooperatives • Volleyball • Jump Rope
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