

SPARK Alignment with Victorian Physical Education Learning Standards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Developing Motor Skills			
Level 1 (K-2 Version 2008)			
Perform basic motor skills and movement patterns, with or without equipment, in a range of environments.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, Directions • Switcheroo! 	<ul style="list-style-type: none"> • Building a Foundation • Recess
Level 2 (K-2 Version 2008)			
Demonstrate basic motor skills and some more complex skills.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Stunts Introduction • Jumping and Landing Patterns • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Dribbling, Volleying, and Striking
Combine motor skills and movement patterns during individual and group activities.	Dance Rubric	<ul style="list-style-type: none"> • Create a Dance • Scoops and Balls in Groups • Grouping and Making Bridges 	<ul style="list-style-type: none"> • Dance • Throwing and Catching • Building a Foundation
Demonstrate control when participating in locomotor activities requiring change of speed, direction and level.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, Directions • Chasing and Fleeing • Pathways and 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a

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		Creative Moves	Foundation
Create and perform simple rhythmical movement sequences in response to stimuli.	Dance Rubric	<ul style="list-style-type: none"> • The Conga • Hawaiian Roller Coaster Ride • Alley Cat 	<ul style="list-style-type: none"> • Dance • Dance • ASAP
Level 3 (3-6 Version 2008)			
Perform a broad range of complex motor skills.	Racquets and Paddles Self-Check	<ul style="list-style-type: none"> • Jump the Circuit • Look, Learn and Leave • Triangle Fielding 	<ul style="list-style-type: none"> • Jump Rope • Stunts and Tumbling • Softball
Demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations.	Football Performance Rubric	<ul style="list-style-type: none"> • Air It Out • Keep Away (3 on 1) • Grid Passing 	<ul style="list-style-type: none"> • Football • Flying Disc • Basketball
Create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns.	Create a Routine Task Card (Movement Bands)	<ul style="list-style-type: none"> • Create a Routine • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Movement Bands • Dance • Stunts and Tumbling
Level 4 (3-6 Version 2008)			
Perform confidently and efficiently in a range of movement environments (indoor, outdoor, and aquatic).	Map Challenges Mileage Chart	<ul style="list-style-type: none"> • Walk/Jog/Run Grab Bag + Home Integration • Mirror, Mirror + Home Integration • Moving for Time + Home Integration 	<ul style="list-style-type: none"> • Walk/Jog/Run • Jump Rope • Map Challenges

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Refine basic and complex motor skills and apply these skills in increasingly complex games and activities.	Softball Performance Rubric	<ul style="list-style-type: none"> • Air Assault • Beat the Ball • Quidditch 	<ul style="list-style-type: none"> • Football • Softball • Aerobic Games
Level 5 (SPARK MS Version 2007)			
Proficiently perform complex movement and manipulative skills.	5-Person Hit and Run Softball Assessment (Extra Extra)	<ul style="list-style-type: none"> • 5-Person Hit and Run Softball • 3-Catch Basketball • Small Sided Soccer 	<ul style="list-style-type: none"> • Softball • Basketball • Soccer
Level 6 (SPARK HS Version 2007)			
Demonstrate proficiency in the execution of manipulative and movement skills during complex activities.	Skill Evaluations	<ul style="list-style-type: none"> • Return Service to Target • 5-Person Hit and Run Softball • Forehand and Backhand Techniques 	<ul style="list-style-type: none"> • Volleyball • Softball • Racquetball
Demonstrate advanced skills in selected physical activities.	Skill Evaluations	<ul style="list-style-type: none"> • Return Service to Target • 5-Person Hit and Run Softball • Forehand and Backhand Techniques 	<ul style="list-style-type: none"> • Volleyball • Softball • Racquetball

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Participating in Physical Activity			
Level 1 (K-2 Version 2008)			
Regularly engage in periods of moderate to vigorous physical activity.	Recess Rubric	<ul style="list-style-type: none"> • Switcheroo • Rock, Paper, Scissors Tag • Cat and Mice 	<ul style="list-style-type: none"> • Recess Activities • Recess Activities • Recess Activities
Level 2 (K-2 Version 2008)			
Regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health.	Recess Rubric	<ul style="list-style-type: none"> • 2-Square • Grouping and Making Bridges—Wellness Integration • Flexibility Home Integration 	<ul style="list-style-type: none"> • Recess Activities • Building a Foundation • Building a Foundation
Level 3 (3-6 Version 2008)			
Participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness.	Fitness Circuits Think About...	<ul style="list-style-type: none"> • Mixed Fitness Circuit • Fitness Grids • Partner Mixed Fitness 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges
Level 4 (3-6 Version 2008)			
Maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity.	Personal Best Progress Card and Goals	<ul style="list-style-type: none"> • Personal Best Day • Balance Your Fitness (Home Play) 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges

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		<ul style="list-style-type: none"> • Body Composition BINGO 	
Explain the process for improving health-related fitness.	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
Level 5 (SPARK MS Version 2007)			
Maintain regular participation in moderate to vigorous physical activity and analyze and evaluate their level of involvement in physical activity.	<ul style="list-style-type: none"> • Project BOLT (Promoting Activity Outside of Physical Education) • SPARK Physical Activity Log (Extra Extra) • Pedometer Activities (various units) 		
Measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active.	Personal Best Progress Card and Goals	<ul style="list-style-type: none"> • Project BOLT (Promoting Activity Outside of Physical Education) 	<ul style="list-style-type: none"> • Project BOLT (Promoting Activity Outside of Physical Education)
Level 6 (SPARK HS Version 2007)			
Use training methods to improve their fitness level, and participate in	<ul style="list-style-type: none"> • Personal Fitness Program 	<ul style="list-style-type: none"> • Personal Fitness Project 	<ul style="list-style-type: none"> • Personal Fitness Program

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sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity.	Evaluation <ul style="list-style-type: none"> • Yoga/Pilates Feedback and Evaluation	<ul style="list-style-type: none"> • Power Stretching/Yoga • Racquetball 	<ul style="list-style-type: none"> • Power Stretching/Yoga • Racquetball

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Educating About Sport			
Level 1 (K-2 Version 2008)			
Use simple vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity.	Fitness Introduction Wrap It Up (Building a Foundation)	<ul style="list-style-type: none"> • Oxygen Boogie • Fitness Introduction • Emotion Motion 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
Follow rules and procedures and share equipment and space safely.	Parachute Rubric	<ul style="list-style-type: none"> • Partner Stunts • Pairing and Moving Together • Chute Shapes 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Parachute
Level 2 (K-2 Version 2008)			
Explain the contribution rules and procedures make to safe conduct of games and activities.	Games Rubric	<ul style="list-style-type: none"> • Chasing and Fleeing • Stuck-in-the-Mud • Partner Tag 	<ul style="list-style-type: none"> • Building a Foundation • Games • ASAP
Use equipment and space safely.	Recess Rubric	<ul style="list-style-type: none"> • Fitness 	<ul style="list-style-type: none"> • Building a

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		Introduction— Playground Fitness (SPARK It Up!) <ul style="list-style-type: none"> • Parachute Introduction • Striking with Paddles 	Foundation <ul style="list-style-type: none"> • Parachute • Dribbling, Volleying, and Striking
Level 3 (3-6 Version 2008)			
Begin to use basic games' tactics. They work with others to achieve goals in both cooperative and competitive sporting and games' situations, explain the concept of fair play, and respect the roles of officials.	Sample debrief question: <i>How can changing speed and direction allow you to move away from another person?</i>	<ul style="list-style-type: none"> • Keep Away (2 on 1) • Tag Team • Defense! 	<ul style="list-style-type: none"> • Aerobic Games • Chasing and Fleeing • Hockey
Follow safety principles in games and activities.	Recess Activities Self-Check	<ul style="list-style-type: none"> • Look, Learn, and Leave • Medicine Ball Madness • Stability Ball Fun 	<ul style="list-style-type: none"> • Stunts and Tumbling • Group Fitness • Group Fitness
Level 4 (3-6 Version 2008)			
Effectively use strategic thinking and work with both more- and less-skilled peers to improve game performance.	Cooperatives Performance Rubric	<ul style="list-style-type: none"> • Stroke and Catch • Air It Out • Soccer Golf 	<ul style="list-style-type: none"> • Racquets and Paddles • Football • Soccer
Work independently to improve	Jump Rope Self-Check	<ul style="list-style-type: none"> • Jump the Circuit 	<ul style="list-style-type: none"> • Jump Rope

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performance.		<ul style="list-style-type: none"> • Look, Learn and Leave • Basketball Skills Stations 	<ul style="list-style-type: none"> • Stunts and Tumbling • Basketball
Work in a group to create a game, and establish rules and procedures for its safe conduct.	Create a Game Performance Rubric	<ul style="list-style-type: none"> • Create a Game 	<ul style="list-style-type: none"> • Stunts and Tumbling
Evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development.	Volleyball Performance Rubric	<ul style="list-style-type: none"> • Bumping Buddies • Setting Pairs • Stroke and Catch 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Racquets and Paddles
Describe and analyze the various roles required in competitive sports.	Sample debrief question: <i>Explain the difference between offense and defense and describe ways to create more space between an offensive player and a defensive player.</i>	<ul style="list-style-type: none"> • Mini-Basketball • Mini-Soccer • Passing Drills 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
Level 5 (SPARK MS Version 2007)			
Combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.	Sample debrief question: <i>At what times would it be more appropriate to pass rather than dribble?</i>	<ul style="list-style-type: none"> • Sideline Hockey • Modified Full Court Games • Small Sided Soccer 	<ul style="list-style-type: none"> • Hockey • Basketball • Soccer

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Level 6 (SPARK HS Version 2007)			
Employ and devise skills and strategies to counter tactical challenges in games situations.	Group Evaluations	<ul style="list-style-type: none"> • Return Service to Target • 5-Person Hit and Run Softball • Forehand and Backhand Techniques 	<ul style="list-style-type: none"> • Volleyball • Softball • Racquetball
Assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behavior.	Teambuilding Response Journal	<ul style="list-style-type: none"> • Wordles • Electric Fence • All-Aboard 	<ul style="list-style-type: none"> • Cooperatives/Team Building