

SPARK Alignment with Virginia Physical Education Standards K-2 (Version 2008) Kindergarten

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Skilled Movement			
<p>K.1 The student will demonstrate progress toward the mature form of selected locomotor, nonlocomotor, and manipulative skills.</p> <p>a) Demonstrate the locomotor skills of walking, running, hopping, and jumping and landing.</p> <p>b) Demonstrate the non-locomotor movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, and balancing.</p> <p>c) Demonstrate a minimum of two critical elements (small, isolated parts of the whole skill or movement) used in stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target,</p>	<ul style="list-style-type: none"> • Building a Foundation Rubric • Balance, Stunts, and Tumbling Rubric • Catching and Throwing Rubric • Manipulatives Rubric • Dribbling, Volleying, and Striking Rubric • Dance Rubric 	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Body Management and Balance • Catching and Throwing Circuit • Twist and Turn/Bend and Stretch • Paddle Circuit • Dribbling, Volleying, and Striking Circuit • Kicking and Trapping Circuit • Chinese Ribbon Dance • Hawaiian Roller Coaster Ride 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Catching and Throwing • Manipulatives • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Kicking and Trapping • Manipulatives • Dance

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strike with paddle, dribble, roll underhand, trap, volley with hand). d) Demonstrate a minimum of two critical elements used in manipulative skills while moving. e) Demonstrate moving to a beat, using basic locomotor and non-locomotor rhythmic patterns.			
Movement Principles and Concepts			
K.2 The student will demonstrate use of the movement concepts of directions, levels, pathways, and effort (force and speed) while performing locomotor skills.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Tempos and Creative Moves • General Space and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
Personal Fitness			
K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature.	<ul style="list-style-type: none"> • Games Rubric • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • Crazy Cones 	<ul style="list-style-type: none"> • Games • Building a Foundation • Games
Responsible Behaviors			
K.4 The student will use appropriate behaviors and safe	<ul style="list-style-type: none"> • Building a 	<ul style="list-style-type: none"> • Orientation and 	<ul style="list-style-type: none"> • Building a

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
practices in physical activity settings. <ul style="list-style-type: none"> a) Demonstrate good listening skills when learning procedures and receiving instructions. b) Demonstrate ability to share and be cooperative and safe with others. c) Demonstrate an understanding of general and personal space. 	Foundation Rubric <ul style="list-style-type: none"> • Balance, Stunts, and Tumbling Rubric 	Personal Space <ul style="list-style-type: none"> • General Space and Creative Moves • Partner Stunts 	Foundation <ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling
Physically Active Lifestyle			
K.5 The student will participate in regular physical activity.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
K.6 The student will explain why physical activity is good for health.	Sample debrief question: <i>Why is physical activity good for you?</i>	Fitness Introduction (SPARK It Up!)	Building a Foundation

SPARK Alignment with Virginia Physical Education Standards
K-2 (Version 2008)
1st Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Skilled Movement			
<p>1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.</p> <p>a) Demonstrate critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, leaping, skipping, and sliding.</p> <p>b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).</p> <p>c) Demonstrate a minimum of two critical elements used in manipulative skills performed alone (e.g., toss</p>	<ul style="list-style-type: none"> • Building a Foundation Rubric • Balance, Stunts, and Tumbling Rubric • Catching and Throwing Rubric • Manipulatives Rubric • Dribbling, Volleying, and Striking Rubric • Dance Rubric 	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Body Management and Balance • Catching and Throwing Circuit • Paddle Circuit • Dribbling, Volleying, and Striking Circuit • Kicking and Trapping Circuit • Weight Transfer and Rolls • Stunts Add-On • Tarentella 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Catching and Throwing • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Kicking and Trapping • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Dance

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<p>and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand, and volley).</p> <p>d) Demonstrate at least two critical elements for the manipulative skills of catching, throwing underhand, striking, dribbling, and kicking while moving.</p> <p>e) Demonstrate simple educational gymnastic sequences that contain a variety of balance, roll, transfer of weight, and flight.</p> <p>f) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.</p>			
Movement Principles and Concepts			
<p>1.2 The student will demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement</p>	<p>Building a Foundation Rubric</p>	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Tempos and 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
concepts. a) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills. b) Demonstrate tempo (speed), levels, and flow when performing non-locomotor skills. c) Demonstrate force, levels, and direction when performing manipulative skills.		Creative Moves <ul style="list-style-type: none"> • General Space and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation
Personal Fitness			
1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates.	Games Rubric	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Games • Building a Foundation
1.4 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.	Sample debrief question: <i>What happens to your heart when you exercise?</i>	<ul style="list-style-type: none"> • Locomotor Grab Bag • Fitness Introduction • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Games
Responsible Behaviors			
1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings.	<ul style="list-style-type: none"> • Building a Foundation Rubric • Games Rubric 	<ul style="list-style-type: none"> • Pairing and Moving Together • Grouping and Moving Together 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
a) Work cooperatively with peers for short periods of time. b) Incorporate safety rules learned in physical education.		<ul style="list-style-type: none"> Frogs Across the Pond 	
Physically Active Lifestyle			
1.6 The student will participate regularly in physical activities that require physical exertion and skill.		<ul style="list-style-type: none"> Chasing and Fleeing Soccer Golf Animal Balancing Act 	<ul style="list-style-type: none"> Building a Foundation Kicking and Trapping Balance, Stunts, and Tumbling

SPARK Alignment with Virginia Physical Education Standards
K-2 (Version 2008)
2nd Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Skilled Movement			
<p>2.1 The student will continue to demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.</p> <p>a) Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.</p> <p>b) Demonstrate educational gymnastic sequences, including balance, roll, transfer of weight, and flight.</p> <p>c) Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.</p>	<ul style="list-style-type: none"> • Catching and Throwing Rubric • Kicking and Trapping Rubric • Dribbling, Volleying, and Striking Rubric • Balance, Stunts, and Tumbling Rubric • Dance Rubric 	<ul style="list-style-type: none"> • Partner Throw and Catch Challenges • Passing in Pairs • Dribbling, Volleying, and Striking Circuit • Weight Transfer and Rolls • Stunts Add-On • Mayonesa 	<ul style="list-style-type: none"> • Catching and Throwing • Kicking and Trapping • Dribbling, Volleying, and Striking • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Principles and Concepts			
<p>2.2 The student will apply the basic movement concepts to change performance of locomotor, nonlocomotor, and manipulative skills.</p> <p>a) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.</p> <p>b) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.</p>	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Locomotor Skills, Levels, and Directions • Control Dribble Around Obstacles 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Catching and Throwing
Personal Fitness			
<p>2.3 The student will identify and participate in physical activities that promote aerobic capacity, muscular strength, endurance, and flexibility.</p> <p>a) Identify that physical fitness is the ability to work and play with energy to spare.</p> <p>b) Name and locate the large muscle groups.</p> <p>c) Demonstrate activities that</p>	<p>Sample debrief questions:</p> <p><i>What muscles are you strengthening when you perform a push-up? What muscles do you need to stretch before and after you run?</i></p>	<p>Fitness Introduction (SPARK It Up!)</p>	<p>Building a Foundation</p>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
utilize specific muscle groups.			
Responsible Behaviors			
2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.	Games Rubric	<ul style="list-style-type: none"> • Stunts Circuit • Create a Dance • Houdini Hoops • Changing Places 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Dance • Games • Parachute
Physically Active Lifestyle			
2.5 The student will identify opportunities to participate in regular physical activity outside of school.	Sample debrief question: <i>What are some things you can do to get more exercise outside of school?</i>	<ul style="list-style-type: none"> • Home Plays 	<ul style="list-style-type: none"> • Various Units

SPARK Alignment with Virginia Physical Education Standards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
3-5 (v2007)			
Demonstrate proficiency in all fundamental movement skills and patterns and competence in several specialized movement forms. (Skilled Movement)	<ul style="list-style-type: none"> • Stunts and Tumbling Self-Check 	<ul style="list-style-type: none"> • Look, Learn and Leave • 4 Corners • Capture the Flag 	<ul style="list-style-type: none"> • Stunts and Tumbling • ASAP • Aerobic Games
Apply movement principles and concepts to learning and developing motor skills and specialized movement forms. (Movement Principles and Concepts)	<ul style="list-style-type: none"> • 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
Achieve and maintain a health-enhancing level of personal fitness. (Personal Fitness)	<ul style="list-style-type: none"> • Fitness Circuits Performance Rubric • Personal Best Log 	<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
Demonstrate responsible personal and social behaviors in physical	<ul style="list-style-type: none"> • Cooperative All-Star Self 	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activity settings. (Responsible Behaviors)	Check	<ul style="list-style-type: none"> • Beat the Clock 	<ul style="list-style-type: none"> • Cooperatives
Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting. (Physically Active Lifestyle)	<ul style="list-style-type: none"> • Group Fitness Think About • Personal Best Log • Home Plays 	<ul style="list-style-type: none"> • Mixed Fitness Circuit • Create a Routine • Personal Best Day 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Personal Best Day

SPARK Alignment with Virginia Physical Education Standards

(MS Version 2011)

Grade 6

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Skilled Movement</p> <p>The student will demonstrate competence in locomotor, non-locomotor, and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activities.</p>			
Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • 3-on-3 Basketball • Dribble Keep Away • Durango Boot 	<ul style="list-style-type: none"> • Basketball • Soccer • Flying Disc
Demonstrate incorporating movement sequences into a rhythmic activity.	<p>Dance:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Create a 4-Wall Line Dance • Create a Poco Loco • Create a Hip Hop Routine 	<ul style="list-style-type: none"> • Dance • Dance • Dance
Demonstrate skill in a variety of individual and team activities representative of different countries.	<p>World Games:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Sepak Takraw • Modified Cricket • Modified Team Handball 	<ul style="list-style-type: none"> • World Games • World Games • World Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Principles and Concepts The student will apply movement principles and concepts to movement-skill performance.			
Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Passing and Receiving • Bullseye and Long Shot • Shooting Drills 	<ul style="list-style-type: none"> • Football • Soccer • Hockey
Use feedback, including available technology, to improve skill performance.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check Sample debrief question: <i>What tip can you give your partner if they are having trouble throwing their ball with sufficient force to reach their target?</i>	<ul style="list-style-type: none"> • Shooting Drills • Shooting Drills • Shot Put • Distance and Accuracy 	<ul style="list-style-type: none"> • Basketball • Hockey • Track • Flying Disc
Initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations).	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • 7v7 Modified Softball • Modified Team Handball • Modified Cricket 	<ul style="list-style-type: none"> • Softball • World Games • World Games
Understand and apply basic offensive and defensive tactics in	Specific Unit: <ul style="list-style-type: none"> • Self Check 	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses 	<ul style="list-style-type: none"> • Basketball • Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).	<ul style="list-style-type: none"> • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Defense • Zone and Person Defense • Zone and Player-to-Player Defenses • Zone Defense 	<ul style="list-style-type: none"> • Flying Disc • Soccer • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Personal Fitness The student will use personal fitness tools and data to improve physical fitness.			
Use measurement and assessment tools and data (e.g., criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, skinfold calipers) to develop goals for improvement in at least two fitness components.	<ul style="list-style-type: none"> • Heart Rate Monitor Log • Pedometer Log • Fitness Personal Best • <i>Gotta Have Heart Extension: Recovery Heart Rate</i> 	Personally Fit SPARKfit (SPARKfamily.org)	
Describe and apply basic principles of training (e.g., FITT [Frequency, Intensity, Time, Type], overload, progression) and their relationship to implementing safe and progressive personal fitness programs.	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"> • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>How would you use the principle of overload to safely improve your muscular strength?</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Responsible Behaviors The student will work independently and with others in physical activity settings.			
Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.	Cooperative Self Check, Peer Coach, Teacher Rubric	<ul style="list-style-type: none"> • Indiana Jones • Final Cooperative Adventure Race • Kin-Ball Sport 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • World Games
Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.	Cooperative Self Check, Peer Coach, Teacher Rubric	<ul style="list-style-type: none"> • Cross the Great Divide • Corridor Challenge • Log Jam 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
Follow rules and safety procedures.	Cooperative Self Check, Peer Coach, Teacher Rubric	<ul style="list-style-type: none"> • Responsibility and Routines • Respect and Roll Taking • Appreciation and Assistance 	<ul style="list-style-type: none"> • The First 5 Lessons • The First 5 Lessons • The First 5 Lessons
Use practice time to improve performance.	Specific Unit Peer Coach, Self Check	<ul style="list-style-type: none"> • Batting Practice • Disc Throwing Stations • Volleyball Stations 	<ul style="list-style-type: none"> • Softball • Flying Disc • Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p style="text-align: center;">Physically Active Lifestyle</p> <p style="text-align: center;">The student will identify and seek opportunities to participate in regular physical activity at school, at home, and in the community.</p>			
Personally Fit Activity Challenge: In the Mood to Move		Personally Fit SPARKfit (SPARKfamily.org)	

Grade 7

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Skilled Movement The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.			
Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Volley Tennis • Mini-Volleyball • Tee Ball Derby 	<ul style="list-style-type: none"> • Racquets and Paddles • Volleyball • Softball
Display appropriate use of speed, force, and form in a variety of movement activities (e.g., run, sprint, kick, jump, throw).	Track and Field: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Shot Put • Sprinting • Hurdling • Jumps • Shot Put • 800m Run • 1600m Run 	<ul style="list-style-type: none"> • Track • Track • Track • Track • Track • Track • Track
Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Disc Golf • Target Golf • Target Ball 	<ul style="list-style-type: none"> • Flying Disc • Golf • Handball
Demonstrate moving to a rhythm in selected folk, country, square, contemporary, and line dances.	Dance: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Beat It! Poco Loco Jigsaw • The Korobushka Jigsaw 	<ul style="list-style-type: none"> • Dance • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"><li data-bbox="1108 358 1377 427">• The Norwegian Polka Jigsaw	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Principles and Concepts The student will understand and apply movement principles and concepts.			
Demonstrate proper use of movement concepts in dynamic game situations (e.g., relationship between opponents, appropriate offensive position with the goal or ball).	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • 3-Catch with a Post Player • 3-on-3 Basketball • 7v7 Modified Softball • Mini-Soccer 	<ul style="list-style-type: none"> • Basketball • Basketball • Softball • Soccer
Apply biomechanical principles (e.g., center of gravity, base of support, trajectory) to understand and perform skillful movements.	Sample debrief question: <i>How do you apply rotation principles when performing a cartwheel? Throwing a disc?</i>	<ul style="list-style-type: none"> • Advanced Progressions • Shot Put • Disc Throwing Stations 	<ul style="list-style-type: none"> • Stunts and Tumbling • Track • Flying Disc
Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Defense • Zone and Person Defense • Zone and Player-to-Player Defenses • Zone Defense 	<ul style="list-style-type: none"> • Basketball • Football • Flying Disc • Soccer • Hockey
Analyze skill patterns of self and	Sample debrief	<ul style="list-style-type: none"> • Introduction to 	<ul style="list-style-type: none"> • Racquets and

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<p>partner, detecting and correcting mechanical errors. Identify similarities in movements across different physical activities (e.g., overhand throw, tennis serve, overhand volleyball serve, and overhead clear in badminton).</p>	<p>question: <i>How can you apply your racquet skills to handball? To volleyball?</i></p>	<p>the Serve</p> <ul style="list-style-type: none"> • Introduction to the Handball Serve • Serving Challenges 	<p>Paddles</p> <ul style="list-style-type: none"> • Handball • Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Personal Fitness The student will apply concepts and principles of training to improve physical fitness.			
Identify safe practices for improving physical fitness.	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Basic Exercise Techniques • Fitness in the Middle • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
Develop a comprehensive personal fitness plan, including goals, strategies, and timeline, for improving at least three self-selected components of health-related fitness.	Fitness Self-Check	Personally Fit SPARKfit (SPARKfamily.org)	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Use a variety of resources, including available technology, to monitor fitness improvement.	<ul style="list-style-type: none"> • Pedometer Log • Heart Rate Monitor Log <p><i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i></p>	Personally Fit SPARKfit (SPARKfamily.org)	
Analyze the relationships among physical activity, calorie intake, and body composition.	Sample debrief question: <i>How does a healthy lifestyle affect your weight? How you feel about yourself? How well you can perform your chosen sport?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
Demonstrate correct form when performing physical fitness activities.	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Introduction to Yoga • Introduction to Pilates • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Responsible Behaviors The student will work independently and with others in cooperative and competitive physical activity settings.			
Apply safety procedures, rules, and appropriate etiquette in physical activity settings.	Cooperative Self Check, Peer Coach, Teacher Rubric	<ul style="list-style-type: none"> • Indiana Jones • Final Cooperative Adventure Race • Kin-Ball Sport 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • World Games
Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner.	Cooperative Self Check, Peer Coach, Teacher Rubric	<ul style="list-style-type: none"> • Cross the Great Divide • Corridor Challenge • Log Jam 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.	Cooperative Self Check, Peer Coach, Teacher Rubric	<ul style="list-style-type: none"> • Responsibility and Routines • Respect and Roll Taking • Appreciation and Assistance 	<ul style="list-style-type: none"> • The First 5 Lessons • The First 5 Lessons • The First 5 Lessons

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physically Active Lifestyle The student will select and participate in physical activity to produce health-related benefits.			
Select and set goals, and participate at school and outside of school in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition. Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	

Grade 8

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Skilled Movement</p> <p>The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.</p> <p>The student will perform skills in several game/sport, dance, and recreational activities.</p>			
Use skill combinations competently in specialized versions of individual, dual, and team activities.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • One Wall Paddleball • Singles/Doubles Game Play • Mini-Hockey 	<ul style="list-style-type: none"> • Racquets and Paddles • Handball • Hockey
Demonstrate skill in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, fishing, archery).	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Disc Golf • Target Golf • Target Ball 	<ul style="list-style-type: none"> • Flying Disc • Golf • Handball
Demonstrate moving to a rhythm (e.g., devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).	Dance: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Beat It! Poco Loco Jigsaw • The Korobushka Jigsaw • The Norwegian Polka Jigsaw 	<ul style="list-style-type: none"> • Dance • Dance • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Movement Principles and Concepts The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.			
Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands.	Dance, Stunts and Tumbling Teacher Rubrics	<ul style="list-style-type: none"> • Create a Hip Hop Routine • Create your own Merengue Move • Create your own Swing Moves • Creating Combinations 	<ul style="list-style-type: none"> • Dance • Dance • Dance • Stunts and Tumbling
Apply biomechanical principles (e.g., spin, rebound, effects of levers) to understand and perform skillful movements.	Sample debrief question: <i>How do you apply rotation principles when performing a cartwheel? Throwing a disc?</i>	<ul style="list-style-type: none"> • Advanced Progressions • Shot Put • Disc Throwing Stations 	<ul style="list-style-type: none"> • Stunts and Tumbling • Track • Flying Disc
Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Defense • Zone and Person Defense • Zone and Player-to-Player Defenses • Zone Defense 	<ul style="list-style-type: none"> • Basketball • Football • Flying Disc • Soccer • Hockey
Analyze skill patterns of self and	Specific Unit:	<ul style="list-style-type: none"> • Advanced 	<ul style="list-style-type: none"> • Stunts and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
partner.	<ul style="list-style-type: none"> • Peer Coach • Self-Check 	Progressions <ul style="list-style-type: none"> • Bullseye and Long Shot • Advanced Shots 	Tumbling <ul style="list-style-type: none"> • Soccer • Handball
Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Introduction to the Forehand Stroke • Forearm Pass (Bump) • Shot Put 	<ul style="list-style-type: none"> • Racquets and Paddles • Volleyball • Track

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Personal Fitness
The student will apply self-assessment skills to improve or maintain personal fitness.

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Self-assess level of physical activity and personal fitness on all components of health-related fitness, and develop a plan, including goals, strategies, and timeline, for maintenance or improvement.	Fitness Self-Check	Personally Fit SPARKfit (SPARKfamily.org)	
Investigate and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement.	Fitness Self-Check	Personally Fit SPARKfit (SPARKfamily.org)	
Use a variety of resources, including available technology, to assess, monitor, and improve personal fitness.	<ul style="list-style-type: none"> • Pedometer Log • Personally Fit Activity Challenge: In the Mood to Move • Heart Rate Monitor Log 	Personally Fit SPARKfit (SPARKfamily.org)	
Demonstrate the ability to calculate resting and target heart rate.	<i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> • Gotta Have Heart • Aerobic Capacity Circuit • Heart Rate Highway 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Daytona 2000 • Create a Routine (Aerobic Capacity) 	
Monitor heart rate before, during, and after vigorous physical activity.	<i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Responsible Behaviors The student will work independently and with others in cooperative and competitive physical activity settings.			
Exhibit fair play and act responsibly in physical activity settings.	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Responsibility and Routines • Mini-Volleyball • Singles/Doubles Game Play 	<ul style="list-style-type: none"> • First 5 Lessons • Volleyball • Racquets and Paddles
Identify positive and negative effects of peer influence.	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
Exhibit respect for the unique characteristics, diverse backgrounds, and varying abilities of peers.	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Acceptance and Super Grouping • Appreciation and Assistance • Adventure Racing 101 	<ul style="list-style-type: none"> • First 5 Lessons • First 5 Lessons • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Physically Active Lifestyle The student will demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.			
Participate regularly in health-enhancing and personally rewarding physical activities during unscheduled times.	Personally Fit Activity Challenge: In the Mood to Move		Personally Fit SPARKfit (SPARKfamily.org)
Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.	Fitness Self-Check		Personally Fit SPARKfit (SPARKfamily.org)