

SPARK Alignment with Wisconsin Physical Education Standards
Grades K-2
 (SPARK 2008 Edition)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.			
1:1:A1 Skips, hops, gallops, slides, etc., using mature form.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • General Space and Creative Moves • Locomotor Grab Bag 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP
1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
1:1:A3 Repeats a dance pattern without cues.	<ul style="list-style-type: none"> • Dance Rubric 	<ul style="list-style-type: none"> • Tempos and Creative Moves • 7 Jumps • Alley Cat • Hawaiian Roller Coaster Ride 	<ul style="list-style-type: none"> • Building a Foundation • Dance • ASAP • Dance • Dance

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		<ul style="list-style-type: none"> • Tarantella • Mayonesa 	<ul style="list-style-type: none"> • Dance
1:1:A4 Performs tumbling activities, including rolls, jumps, and weight transfer skills.	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling Rubric 	<ul style="list-style-type: none"> • Jumping and Landing • Weight Transfer and Rolls • Stunts Add-On 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
1:1:B1 Throws a ball underhand using mature form.	<ul style="list-style-type: none"> • Catching and Throwing Rubric 	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Partner Throw and Catch • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing
1:1:B2 Throws a ball overhand.	<ul style="list-style-type: none"> • Catching and Throwing Rubric 	<ul style="list-style-type: none"> • Overhand Throw for Distance • Partner Throw and Catch • Clean Your Room 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing
1:1:B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).	<ul style="list-style-type: none"> • Kicking and Trapping Rubric • Dribbling, Volleying, and 	<ul style="list-style-type: none"> • Control Dribble Around Obstacles • Kicking for Accuracy • Squirrels and 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping • Dribbling,

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	Striking Rubric	Acorns <ul style="list-style-type: none"> • Straddleball • Striking with Paddles 	Volleying, and Striking <ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
1:1:B4 Performs a variety of jump rope skills, including individual, partner, and long rope skills.	<ul style="list-style-type: none"> • Jumping Rubric 	<ul style="list-style-type: none"> • Long Rope Jumping I • Long Rope Jumping II • Individual Rope Jumping I • Individual Rope Jumping II 	<ul style="list-style-type: none"> • Jumping • Jumping • Jumping • Jumping
1:1:C1 Balances with a variety of body parts or objects in creative shapes—round, twisted, narrow, symmetrical, and asymmetrical shapes.	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling Rubric 	<ul style="list-style-type: none"> • Body Management and Balance • Animal Balancing Act • Static Balances 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling

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Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.			
2:1:A1 Identifies correctly body planes and various body parts.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Basic Body Positions • 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling
2:1:A2 Recognizes appropriate safety practices with and without physical education equipment.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Orientation and Personal Space • Parachute Introduction • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Parachute • Balance, Stunts, and Tumbling
2:1:A3 States that best effort is shown by trying new or hard tasks.	Sample debrief question: <i>How can you show that you are trying your best?</i>	<ul style="list-style-type: none"> • Weight Transfer and Rolls • Partner Stunts • Striking with Paddles 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Dribbling, Volleying, and Striking
2:1:A4 Repeats cue words for skills being taught and demonstrates/explains what is meant by each.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation

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2:1:A5 Corrects movement errors in response to corrective feedback.	<ul style="list-style-type: none"> Catching and Throwing Rubric 	<ul style="list-style-type: none"> Throwing Underhand to Targets Overhand Throw for Distance Catching and Throwing Circuit 	<ul style="list-style-type: none"> Catching and Throwing Catching and Throwing Catching and Throwing
2:1:A6 States the short-term effects of physical activity on the heart, lungs, and muscles.	Debrief question: <i>What are some changes that occur in your body when you exercise?</i>	<ul style="list-style-type: none"> Fitness Introduction Fitness Introduction (SPARK It Up!) Parachute Fitness 	<ul style="list-style-type: none"> Building a Foundation Building a Foundation Parachute
2:1:A7 Explains that appropriate practice improves performance.	Sample debrief question: <i>How can you improve your skills?</i>	<ul style="list-style-type: none"> Partner Throw and Catch Challenges Passing in Pairs Striking with Paddles 	<ul style="list-style-type: none"> Catching and Throwing Kicking and Trapping Dribbling, Volleying, and Striking
2:1:A8 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.	Academic Integrations	<ul style="list-style-type: none"> Jump for Distance Academic Integrations Dribbling “Soccer-Style” Academic Integration 	<ul style="list-style-type: none"> Jumping Kicking and Trapping Dance

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		<ul style="list-style-type: none"> Seven Jumps Academic Integration 	

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Standard 3: Participates regularly in physical activity.			
3:1:A1 Engages in moderate to vigorous physical activity.	<ul style="list-style-type: none"> Games Rubric 	<ul style="list-style-type: none"> Oxygen Boogie Chasing and Fleeing The Good Ship SPARK 	<ul style="list-style-type: none"> Games Building a Foundation ASAP
3:1:A2 Participates in a variety of physical activities outside of school.	Sample debrief question: <i>What are some of your favorite physical activities to do outside of school?</i>	Home Play Activities (CD, various units) Recess Activities (Manual)	
3:1:A3 Participates in a variety of non-structured and minimally-organized physical activities outside of physical education.	Sample debrief question: <i>What are some of your favorite physical activities to do outside</i>	Home Play Activities (CD, various units) Recess Activities (Manual)	

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	<i>of school?</i>		

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Standard 4: Achieves and maintains a health-enhancing level of physical fitness.			
4:1:A1 Participates in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, or traverse wall.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Fitness Introduction • Parachute Fitness 	<ul style="list-style-type: none"> • Building a Foundation • Parachute
4:1:A2 Engages in a series of physical activities without tiring easily.	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • Color Tag 	<ul style="list-style-type: none"> • Games • Building a Foundation • Games
4:1:A3 Sustains activity for increasingly longer periods of time while participating in various activities in physical education.	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Catch a Tail 	<ul style="list-style-type: none"> • Games • Games • Games
4:1:B1 Begins to identify muscle groups used in activities.	<ul style="list-style-type: none"> • Building a Foundation 	<ul style="list-style-type: none"> • Fitness Introduction 	<ul style="list-style-type: none"> • Building a Foundation

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	Rubric	<ul style="list-style-type: none"> Parachute Fitness 	<ul style="list-style-type: none"> Parachute
4:1:B2 Participates in a variety of activities and games that increase breathing and heart rate.	<ul style="list-style-type: none"> Games Rubric 	<ul style="list-style-type: none"> Crazy Cones Cookie Monster Tag Catch a Tail 	<ul style="list-style-type: none"> Games Games Games
4:1:B3 Recognizes that health-related physical fitness consists of several different components.	Sample debrief question: <i>What are the components of health-related fitness?</i>	<ul style="list-style-type: none"> Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> Health-Related Fitness Introduction (CD)

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Standard 5: Exhibits responsible and social behavior that respects self and others in physical activity settings.			
5:1:A1 Practices specific skills as assigned until the teacher signals the end of practice.	<ul style="list-style-type: none"> Specific Unit Teacher Rubric 	<ul style="list-style-type: none"> Throwing Underhand to Targets Self-Toss and Catch Stunts Add-On 	<ul style="list-style-type: none"> Catching & Throwing Catching & Throwing Balance, Stunts, and Tumbling
5:1:A2 Follows directions given to the class for an all-class activity.	<ul style="list-style-type: none"> Parachute Rubric 	<ul style="list-style-type: none"> Space Mountain Popcorn 	<ul style="list-style-type: none"> Parachute Parachute

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		<ul style="list-style-type: none"> • Move and Groove 	<ul style="list-style-type: none"> • Parachute
5:1:A3 Uses safety procedures.	<ul style="list-style-type: none"> • Parachute Rubric • Balance, Stunts, and Tumbling Rubric 	<ul style="list-style-type: none"> • Changing Places • Stunts Introduction • Parachute Introduction 	<ul style="list-style-type: none"> • Parachute • Balance, Stunts, and Tumbling • Parachute
5:1:A4 Reports the results of work honestly.	<ul style="list-style-type: none"> • Building a Foundation 	<ul style="list-style-type: none"> • Self-Toss and Catch • Scoops and Balls Introduction • Scarf Juggling Lead-Up 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Manipulatives
5:1:A5 Enjoys participating alone while exploring movement tasks.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Circuit Introduction • Self-Toss and Catch • Individual Rope Jumping I & II 	<ul style="list-style-type: none"> • Building a Foundation • Catching and Throwing • Jumping
5:1:A6 Follows rules, procedures, and etiquette in class.	<ul style="list-style-type: none"> • Parachute Rubric • Balance, Stunts, and Tumbling Rubric 	<ul style="list-style-type: none"> • Changing Places • Stunts Introduction • Parachute Introduction 	<ul style="list-style-type: none"> • Parachute • Balance, Stunts, and Tumbling • Parachute
5:1:A7 Works independently,	<ul style="list-style-type: none"> • Building a 	<ul style="list-style-type: none"> • Circuit 	<ul style="list-style-type: none"> • Building a

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productively, and demonstrates a willingness to challenge self.	Foundation Rubric	Introduction <ul style="list-style-type: none"> • Self-Toss and Catch • Individual Rope Jumping I & II 	Foundation <ul style="list-style-type: none"> • Catching and Throwing • Jumping
5:1:B1 Shows cooperation and fair play for others by helping, sharing, and taking turns.	<ul style="list-style-type: none"> • Games Rubric 	<ul style="list-style-type: none"> • Partner Tag • Long Rope Jumping I & II • Frog Crossing 	<ul style="list-style-type: none"> • ASAP • Jumping • Games
5:1:B2 Participates in a variety of cooperative activities.	<ul style="list-style-type: none"> • Parachute Rubric • Games Rubric 	<ul style="list-style-type: none"> • Fly in the Web • Capture the Orb • Houdini Hoops 	<ul style="list-style-type: none"> • Parachute • Parachute • Games
5:1:B3 Works in a diverse group setting without interfering with others.	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Pairing and Moving Together • Pairs Combining Movement Concepts • Grouping and Making Bridges 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
5:1:B4 Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability).	<ul style="list-style-type: none"> • Building a Foundation Rubric 	<ul style="list-style-type: none"> • Pairing and Moving Together • Pairs Combining Movement Concepts • Grouping and Making Bridges 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation

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5:1:B5 Demonstrates the elements of socially acceptable conflict resolution during class activity.	<ul style="list-style-type: none"> Parachute Rubric Games Rubric 	<ul style="list-style-type: none"> Fly in the Web Capture the Orb Houdini Hoops 	<ul style="list-style-type: none"> Parachute Parachute Games
5:1:B6 Regularly encourages others and refrains from negative statements.	<ul style="list-style-type: none"> Parachute Rubric Games Rubric 	<ul style="list-style-type: none"> Fly in the Web Capture the Orb Houdini Hoops 	<ul style="list-style-type: none"> Parachute Parachute Games

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Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
6:1:A1 Shares verbal and nonverbal indicators of enjoyment.	<ul style="list-style-type: none"> Building a Foundation Rubric 	<ul style="list-style-type: none"> Emotion Motion I See, I See Toys Alive! Tempos and Creative Moves 	<ul style="list-style-type: none"> ASAP ASAP ASAP Building a Foundation
6:1:A2 Attempts new movements and skills willingly.	<ul style="list-style-type: none"> Balance, Stunts, and Tumbling Rubric 	<ul style="list-style-type: none"> Weight Transfer and Rolls Stunts Add-On Stunts Circuit 	<ul style="list-style-type: none"> Balance, Stunts, and Tumbling Balance, Stunts, and Tumbling Balance, Stunts, and Tumbling

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6:1:A3 Participates even when not successful.	<ul style="list-style-type: none"> • Dance Rubric 	<ul style="list-style-type: none"> • Hawaiian Roller Coaster Ride • Tarantella • Mayonesa 	<ul style="list-style-type: none"> • Dance • Dance • Dance
6:1:A4 Identifies several activities that are enjoyable.	Sample debrief question: <i>What are some of your favorite physical activities to do?</i>	<ul style="list-style-type: none"> • Cat and Mice • Rock, Paper, Scissors Tag • Switcheroo! 	<ul style="list-style-type: none"> • Recess Activities • Recess Activities • Recess Activities
6:1:A5 Expresses personal feelings on progress made while learning a new skill.	Sample debrief question: <i>Do you think you are making progress? Why or why not?</i>	<ul style="list-style-type: none"> • Partner Throw and Catch Challenges • Jumping and Landing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Jumping

SPARK Alignment with Wisconsin Physical Education Standards
 Grades 3-5
 (SPARK 2007 Edition)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.			
1:2:A1 Jumps vertically and lands using mature form.	<ul style="list-style-type: none"> • Specific Unit Performance Rubrics 	<ul style="list-style-type: none"> • Track and Field • Look, Learn and Leave 	<ul style="list-style-type: none"> • Aerobic Games • Stunts and Tumbling
1:2:A2 Throws overhand with mature form.	<ul style="list-style-type: none"> • Specific Unit Performance Rubrics 	<ul style="list-style-type: none"> • Partner Throw and Catch • Beat the Ball • 5-Player Throw/Hit and Run 	<ul style="list-style-type: none"> • Softball • Softball • Softball
1:2:A3 Catches a fly ball using mature form.	<ul style="list-style-type: none"> • Specific Unit Performance Rubrics 	<ul style="list-style-type: none"> • Partner Throw and Catch • Beat the Ball • 5-Player Throw/Hit and Run 	<ul style="list-style-type: none"> • Softball • Softball • Softball
1:2:A4 Strikes an object using feet, hands, or implement to a target.	<ul style="list-style-type: none"> • Specific Unit Performance Rubrics 	<ul style="list-style-type: none"> • Paddle 2-Square • Soccer Golf • Cooperative Countdown 	<ul style="list-style-type: none"> • Racquets and Paddles • Soccer • Volleyball
1:2:A5 Balances while moving in	<ul style="list-style-type: none"> • Specific Unit 	<ul style="list-style-type: none"> • Paper Plate 	<ul style="list-style-type: none"> • Group Fitness

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control through locomotor and non-locomotor skills.	Performance Rubrics	<ul style="list-style-type: none"> Aerobics • Stability Ball Fun • Look, Learn, and Leave 	<ul style="list-style-type: none"> • Group Fitness • Stunts and Tumbling
1:2:A6 Balances with control on a variety of objects.	<ul style="list-style-type: none"> • Specific Unit Performance Rubrics 	<ul style="list-style-type: none"> • Paper Plate Aerobics • Stability Ball Fun • Bench Step Basics 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
<p>1:2:B1 Performs a combination of movement, sport, or leisure skills. Examples include:</p> <ul style="list-style-type: none"> • Dribble, pass, receive, shoot • Juggling • Rhythm patterns • Jump rope front cross 	<ul style="list-style-type: none"> • Specific Unit Performance Rubrics 	<ul style="list-style-type: none"> • Mini-Basketball • Flying Disc 3-Catch Game • Introduction to Badminton 	<ul style="list-style-type: none"> • Basketball • Flying Disc • Racquets and Paddles
1:2:B2 Creates, refines, and performs a gymnastic, tumbling, dance, or jump rope sequence.	<ul style="list-style-type: none"> • Create a Routine Performance Rubric 	<ul style="list-style-type: none"> • Create a Routine • Create a Routine • Create a Dance • Create a Routine • Create A Routine 	<ul style="list-style-type: none"> • Jump Rope • Stunts and Tumbling • Dance • Group Fitness • Movement Bands
1:2:B3 Throws a ball overhand and hits a moving target.	<ul style="list-style-type: none"> • Specific Unit Performance Rubrics 	<ul style="list-style-type: none"> • 4 Zone Football • Raiders of the Ark • Quidditch 	<ul style="list-style-type: none"> • Football • Aerobic Games • Aerobic Games

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Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.			
2:2:A1 Explains that warm-up prepares the body for physical activity.	Sample debrief question: <i>What is the reason for doing a warm-up before participating in a physical activity?</i>	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Aerobic Capacity Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
2:2:A2 Locates heart rate and describes how it is used to monitor exercise intensity.	Sample debrief question: <i>Point to 2 places on your body where you can find your pulse.</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
2:2:A3 Identifies and demonstrates key elements of skill being taught.	<ul style="list-style-type: none"> • Specific Unit Self-Checks 	<ul style="list-style-type: none"> • Intro to Forearm Pass • Stroke Shadow • Dribbling Drills 	<ul style="list-style-type: none"> • Volleyball • Racquets and Paddles • Basketball
2:2:A4 Explains the necessity of transferring weight in skills.	Sample debrief Question: <i>Why is it important to transfer your weight when throwing, kicking, or striking?</i>	<ul style="list-style-type: none"> • 5-Person Hit and Run Softball • 5-Player Kickball • Paddle 2-Square 	<ul style="list-style-type: none"> • Softball • Aerobic Games • Racquets and Paddles
2:2:A5 Participates in games and	Sample debrief	<ul style="list-style-type: none"> • Solo Aerobic 	<ul style="list-style-type: none"> • Fitness Challenges

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activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.	question: <i>How does participation in aerobic exercise help you in the classroom?</i>	Fitness Challenge • Aerobic Capacity Circuit • Aerobic Dance	• Fitness Circuits • Group Fitness
2:2:B1 Recognizes accurately the critical elements of a skill demonstrated by a fellow student and provides feedback to that student.	Specific Unit Performance Rubrics 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>	• Partner Basketball Activity Challenge • Partner Throw and Catch • Hoop-To-Hoop	• Basketball • Softball • Flying Disc
2:2:B2 Corrects movement errors in response to corrective feedback given by teacher or peer.	• Specific Unit Performance Rubrics	• Target Throw • Partner Basketball Activity Challenge • Target Throw	• Softball • Basketball • Flying Disc
2:2:B3 Designs a new game incorporating at least two motor skills and rules.	• Create a Game Performance Rubric	• Create a Game	• Softball
2:2:B4 Explains how appropriate practice improves performance.	Sample debrief question: <i>What can you do to improve your</i>	• Intro to Forearm Pass • Passing Pairs • Dribbling Drills	• Volleyball • Volleyball • Basketball

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	<i>performance?</i>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3: Participates regularly in physical activity.			
3:2:A1 Identifies physical and psychological benefits that result from long-term participation in physical education.	Sample debrief question: <i>Why do sustained physical activities done on a regular basis help to improve your body composition?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
3:2:A2 Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.	<ul style="list-style-type: none"> • Personal Best Day: My Personal Best Progress and Goals Card 	Fitness Challenges, Fitness Circuits, Group Fitness Home Plays	
3:2:A3 Chooses to participate in structured and purposeful activity.	<ul style="list-style-type: none"> • Specific Unit Performance Rubrics 	<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
3:2:A4 Monitors his or her physical activity by using a pedometer to	<ul style="list-style-type: none"> • 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

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count the number of steps taken or the distance traveled.		<ul style="list-style-type: none"> • Pedometer Activity 	Activities <ul style="list-style-type: none"> • Map Challenges
3:2:A5 Maintains a physical activity log (e.g., ActivityGram) or calendar by participating in a school/community-based fitness program.	<ul style="list-style-type: none"> • Personal Best Day: My Personal Best Progress and Goals Card • Map Challenges Mileage Chart 	<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
3:2:B1 Identifies one personal movement goal for use outside of physical education class.	<ul style="list-style-type: none"> • Personal Best Day: My Personal Best Progress and Goals Card 	<ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges
3:2:B2 Identifies two personal fitness goals to improve personal fitness.	<ul style="list-style-type: none"> • Personal Best Day: My Personal Best Progress and Goals Card 	<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

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Standard 4: Achieves and maintains a health-enhancing level of physical fitness.			
4:2:A1 Participates in selected activities that develop and maintain each component of physical fitness.	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
4:2:A2 Recognizes that physiological responses to exercise are associated with their own levels of fitness.	Sample debrief question: <i>How do you know when you need to increase the intensity of your workout? Decrease the intensity?</i>	<ul style="list-style-type: none"> • Fitness Tag Team Traveling Challenges • Fitness Grab Bag • Moving Around the Track 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Map Challenges
4:2:A3 Identifies at least one muscle for each physical fitness test (such as FitnessGram) used.	Sample debrief question: <i>Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance? Muscular</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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>strength? Muscular endurance? Flexibility? Body composition?</i>		
<p>4:2:A4 Describes the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each.</p>	<p>Sample debrief question: <i>What are the five components of health-related fitness? What can you use to measure each component? Can you give an example of each?</i></p> <ul style="list-style-type: none"> • 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
<p>4:2:B1 Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity.</p>	<p>Sample debrief question: <i>What are some ways you can monitor your heart rate?</i></p>	<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
<p>4:2:B2 Meets the age- and gender-specific health-related fitness standards.</p>	<ul style="list-style-type: none"> • Fitness Challenges Self-Check 	<ul style="list-style-type: none"> • Body Composition Circuit • Fun and Flexibility with a Friend • Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> Aerobic Dance 	
<p>4:2:B3 Identifies his or her strengths and weaknesses based upon the results of physical fitness testing and sets goals to show improvement in at least two fitness tests.</p>	<p>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></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
Standard 5: Exhibits responsible and social behavior that respects self and others in physical activity settings.			
<p>5:2:A1 Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.</p>	<ul style="list-style-type: none"> Cooperative Skills Performance Rubric 	<ul style="list-style-type: none"> Mini-Hockey Mini-Basketball Mini-Soccer 	<ul style="list-style-type: none"> Hockey Basketball Soccer
<p>5:2:A2 Assesses and takes responsibility for his or her own behavior without blaming others.</p>	<ul style="list-style-type: none"> Cooperative Skills Performance 	<ul style="list-style-type: none"> Cooperative Volleyball Survivor 	<ul style="list-style-type: none"> Volleyball Fitness Challenges Movement Bands

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Rubric	Challenge <ul style="list-style-type: none"> • Group Trick Add-On 	
5:2:A3 Demonstrates safe control of body and equipment.	<ul style="list-style-type: none"> • Cooperative Skills Performance Rubric 	<ul style="list-style-type: none"> • Mini-Hockey • Mini-Basketball • Mini-Soccer 	<ul style="list-style-type: none"> • Hockey • Basketball • Soccer
5:2:A4 Follows class, activity, or game rules respectfully.	<ul style="list-style-type: none"> • Cooperative Skills 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
5:2:B1 Cooperates with all class members by taking turns and sharing equipment.	<ul style="list-style-type: none"> • Cooperative Skills Performance Rubric 	<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
5:2:B2 Participates in a variety of team building activities.	<ul style="list-style-type: none"> • Cooperative Skills Performance Rubric • Cooperative Skills Self-Check 	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Parachute Play (Small Group) 	<ul style="list-style-type: none"> • Cooperative Games • Cooperative Games • Cooperative Games
5:2:B3 Works productively with a partner to improve performance.	<ul style="list-style-type: none"> • Cooperative Skills Self-Check 	<ul style="list-style-type: none"> • Tag Team Traveling • Partner Walk/Jog 	<ul style="list-style-type: none"> • ASAP • Walk/Jog/Run • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		and Talk • Passing Drills	
5:2:B4 Recognizes and appreciates similar and different activity choices of peers.	• Cooperative Skills Self-Check	• Group Trick Add-On • Create a Game • Create a Routine	• Movement Bands • Softball • Group Fitness
5:2:B5 Takes seriously the role of teaching an activity or skill to his or her team.	• Cooperative Skills Performance Rubric	• Sport Move • Aerobics Jigsaw • Bench Step Basics Jigsaw • Pata Pata Jigsaw	• Group Fitness • Group Fitness • Dance
5:2:B6 Shows respect for the views of a peer during class discussion.	• Cooperative Skills Performance Rubric	• Create a Game • Create a Dance • Create a Routine	• Softball • Dance • Group Fitness
5:2:B7 Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.	• Cooperative Skills Performance Rubric • Cooperative Skills Self-Check	• Soccer Group Challenge • Group Jump Rope Challenge • Survivor Challenge	• Soccer • Jump Rope • Fitness Challenges
5:2:B8 Regularly encourages others and refrains from negative statements.	• Cooperative Skills Self-Check	• Group Juggling • Stepping Stones • Parachute Play (Small Group)	• Cooperatives • Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
6:2:A1 Identifies positive feelings associated with participation in physical activities.	Sample debrief question: <i>Name a physical activity that you enjoy doing on a regular basis. Why is that a favorite?</i>	<ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Mini-Basketball 	<ul style="list-style-type: none"> • Soccer • Hockey • Basketball
6:2:A2 Selects and practices a skill on which improvement is needed.	<ul style="list-style-type: none"> • Personal Best Day: My Personal Best Progress and Goals Card 	<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
6:2:A3 Develops a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play.	<ul style="list-style-type: none"> • Create a Routine Performance Rubric 	<ul style="list-style-type: none"> • Create a Routine • Create a Routine • Create a Dance • Create a Routine • Create A Routine 	<ul style="list-style-type: none"> • Jump Rope • Stunts and Tumbling • Dance • Group Fitness • Movement Bands
6:2:A4 Works independently, productively, and demonstrates a willingness to challenge self.	<ul style="list-style-type: none"> • Specific Unit Self-Checks 	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Target Throw • Look, Learn and 	<ul style="list-style-type: none"> • Fitness Challenges • Flying Disc • Stunts and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Leave	
6:2:A5 Explains that skill competency leads to enjoyment of movement and physical activity.	Sample debrief questions: <i>How does practice lead to greater enjoyment of an activity?</i>	<ul style="list-style-type: none"> • Dribbling Drills • Backhand Drills • Target Throw 	<ul style="list-style-type: none"> • Basketball • Flying Disc • Softball
6:2:B1 Defends the benefits of physical activity and stress relieving outdoor pursuits.	Sample debrief questions: <i>What outdoor physical activities are effective in helping you to relieve stress?</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
6:2:B2 Interacts with others by helping with their physical activity challenges.	<ul style="list-style-type: none"> • 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
6:2:B3 Chooses to participate in group physical activities.	<ul style="list-style-type: none"> • Cooperatives Self-Check 	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Houdini Hoops 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

SPARK Alignment with Wisconsin Physical Education Standards
Grades 6-8
 (SPARK 2011 Edition)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.			
1:3:A1 Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball) using mature form (e.g., stands with feet apart, eyes on ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball, and follows through).	Volleyball, Racquets and Paddles: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Underhand Serve • Serving Challenges • Introduction to the Serve and Serve Reception 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Racquets and Paddles
1:3:A2 Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).	Basketball, Soccer, Hockey: <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 • Mini-Hockey 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
1:3:A3 Demonstrates correct alignment in form in a target sport (e.g., archery, golf, curling, etc.) to control direction.	Golf: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Target Golf • Putting to Targets • Bocce Golf 	<ul style="list-style-type: none"> • Golf • Golf • Golf
1:3:A4	Specific Unit:	<ul style="list-style-type: none"> • Create an Aerobic 	<ul style="list-style-type: none"> • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Designs and performs dance (or gymnastic) sequences that combine traveling, rolling, balancing, and weight transfer into a smooth, flowing sequence with intentional changes in direction, speed, and flow.</p>	<ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<p>Capacity Routine</p> <ul style="list-style-type: none"> • Create a 4-Wall Line Dance • Creating Combinations 	<ul style="list-style-type: none"> • Dance • Stunts and Tumbling
<p>1:3:A5 Demonstrates the ability to do a one-foot glide and controlled stop while rollerblading.</p>	<p>Rollerblading not included in SPARK MS curriculum</p>		
<p>1:3:A6 Demonstrates correct balance techniques (e.g., static and dynamic) in a variety of activities (yoga, Pilates, gymnastics, cooperative activities, etc.).</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Stunts and Tumbling Buffet • Introduction to Yoga • Introduction to Pilates 	<ul style="list-style-type: none"> • Stunts and Tumbling • Fitness • Fitness
<p>1:3:A7 Demonstrates use of technology (e.g., compass and GPS) in outdoor pursuits such as hiking, backpacking, and snowshoeing.</p>	<p>Hiking, backpacking, and snowshoeing not addressed in SPARK MS curriculum</p>		
<p>1:3:B1 Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc.).</p>	<p>Racquets and Paddles, Handball, Volleyball:</p> <ul style="list-style-type: none"> • Peer Coach • Self-Check 	<ul style="list-style-type: none"> • Extreme Rally • One Wall Paddleball • Royal Court 	<ul style="list-style-type: none"> • Handball • Racquets and Paddles • Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • Teacher Rubric 		
1:3:B2 Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.).	Golf: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Target Golf • Putting to Targets • Chip and Putt Course 	<ul style="list-style-type: none"> • Golf • Golf • Golf
1:3:B3 Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.).	Racquets and Paddles, Handball, Volleyball: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Volley Tennis • Singles/Doubles Game Play • One Wall Paddleball 	<ul style="list-style-type: none"> • Volleyball • Handball • Racquets and Paddles
1:3:B4 Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage.	Racquets and Paddles, Handball, Volleyball: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Team Paddleball • Mini-Volleyball • Royal Court Tournament 	<ul style="list-style-type: none"> • Racquets and Paddles • Volleyball • Handball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.			
2:3:A1 Selects appropriate practice	Specific Unit: <ul style="list-style-type: none"> • Peer Coach 	<ul style="list-style-type: none"> • Disc Throwing Stations 	<ul style="list-style-type: none"> • Flying Disc • Stunts and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>procedures to learn and master skills and movement patterns.</p>	<ul style="list-style-type: none"> • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Stunts and Tumbling Buffet • Individual Juggling • Putting to Targets • Volleyball Stations • Extreme Rally • Passing and Receiving • Bullseye and Long Shot • Shooting Drills 	<p>Tumbling</p> <ul style="list-style-type: none"> • World Games • Golf • Volleyball • Racquets and Paddles • Football • Soccer • Hockey
<p>2:3:A2 Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.) and how they improve fitness and performance.</p>	<p>Sample debrief questions: <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> <i>How would you use the principle of overload to safely improve your muscular strength?</i></p>	<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
2:3:A3 Identifies proper warm-up and cool down procedures as they affect performance and injury prevention.	Sample debrief question: <i>What types of stretches are unsafe? Why?</i>	<ul style="list-style-type: none"> • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
2:3:A4 Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.).	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check Sample debrief question: <ul style="list-style-type: none"> • <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
2:3:A5 Detects and corrects errors in alignment in target sports (e.g., archery, golf) based on knowledge of results.	Golf: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Target Golf • Putting to Targets • Chip and Putt Course 	<ul style="list-style-type: none"> • Golf • Golf • Golf

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
2:3:A6 Explains force application and how it affects flight path of object.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Sepak Takraw • Distance and Accuracy • Batting Practice 	<ul style="list-style-type: none"> • World Games • Flying Disc • Softball
2:3:A7 Devises and performs a skill after explaining the significance of a biomechanical principle that enhances performance.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Disc Golf • Hurdling • Shot Put 	<ul style="list-style-type: none"> • Flying Disc • Track • Track
2:3:B1 Explains at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.).	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Advanced Shots • Singles, Doubles Game Play • Singles, Doubles Game Play 	<ul style="list-style-type: none"> • Handball • Racquets and Paddles • Handball
2:3:B2 Explains at least two game tactics involved in invasion sports (e.g., soccer, basketball, handball, etc.).	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Modified Team Handball • Quick-Play Mini-Football • 3-on-3 Basketball 	<ul style="list-style-type: none"> • World Games • Football • Basketball
2:3:B3 Identifies similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.) and when defending a player (e.g., basketball, soccer, ultimate, etc.) and reasons why they are similar.	Specific Unit: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Defensive Challenges • Quick-Play Mini-Football • Mini-Hockey • Singles, Doubles Game Play • Singles, Doubles 	<ul style="list-style-type: none"> • Basketball • Football • Hockey • Handball • Racquets and Paddles

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Game Play	
2:3:B4 Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support.	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3: Participates regularly in physical activity.			
3:3:A1 Completes a survey to determine personal interests and increase awareness of a broad range of opportunities existing within the community.	<ul style="list-style-type: none"> Personally Fit Activity Challenge: In the Mood to Move 	Personally Fit SPARKfit (SPARKfamily.org)	
3:3:A2 Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.	Personally Fit Activity Challenge: In the Mood to Move Sample debrief	<ul style="list-style-type: none"> Gotta Have Heart Resistance Band Workout Stability Ball and 	<ul style="list-style-type: none"> Fitness Fitness Fitness Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<p>questions: <i>What are the benefits of setting fitness goals?</i> <i>What activities did you select for your fitness plan that addressed each fitness component?</i></p> <p>Fitness:</p> <ul style="list-style-type: none"> • MS Unit Written Tests • Peer Coach • Self Check • Teacher Rubrics 	<p>Medicine Ball Workout</p> <ul style="list-style-type: none"> • Combining Aerobic Capacity and Flexibility • Body Composition Circuit 	<ul style="list-style-type: none"> • Fitness
<p>3:3:A3 Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines.</p>	<p>Personally Fit Activity Challenge:</p> <ul style="list-style-type: none"> • In the Mood to Move • Heart Rate Monitor Log • Pedometer Log 	<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
<p>3:3:B1 Maintains a pedometer log for a minimum of two weekdays and one weekend day.</p>	<ul style="list-style-type: none"> • Pedometer Log 	<p>Personally Fit SPARKfit (SPARKfamily.org)</p>	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
3:3:B2 Maintains a physical activity log documenting progress toward attaining their personal goals.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
3:3:B3 Documents practice time as specified by their physical education teacher.	<ul style="list-style-type: none"> • Personally Fit Activity Challenge: In the Mood to Move • Heart Rate Monitor Log • Pedometer Log 	<ul style="list-style-type: none"> • <i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i> 	<ul style="list-style-type: none"> • Fitness
3:3:B4 Regulates physical activity behavior by using appropriate practice procedures and training principles.	<ul style="list-style-type: none"> • Pedometer Log • Personally Fit Activity Challenge: In the Mood to Move 	<ul style="list-style-type: none"> • 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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.			
4:3:A1 Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied.	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"> • Resistance Band Workout • Stability Ball and Medicine Ball Workout • Fitness in the Middle 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
4:3:A2 Explains the FITT guidelines as they apply to a training program (e.g., frequency, intensity, time, and type of exercise).	Sample debrief questions: <i>Describe the principles of training (F.I.T.T.) How would you apply them to improve your performance?</i>	<ul style="list-style-type: none"> • Sprinting • Hurdling • Jumps • Shot Put • 800m Run • 1600m Run 	<ul style="list-style-type: none"> • Track • Track • Track • Track • Track • Track
4:3:A3 Defines health-related fitness terminology (e.g., physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, flexibility).	Sample debrief questions: <i>Identify the components of health-related fitness, and give an example of an activity that addresses each component.</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Stability Ball and Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Circuit <ul style="list-style-type: none"> • Body Composition Circuit 	
4:3:A4 Performs physical fitness test with correct form and/or technique.	Fitness: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics 	Personally Fit SPARKfit (SPARKfamily.org)	
4:3:A5 Formulates meaningful personal fitness goals based on fitness test results.	Personally Fit SPARKfit (SPARKfamily.org)		
4:3:A6 Develops, with teacher assistance, an individual plan for improving fitness levels.	Personally Fit SPARKfit (SPARKfamily.org)		
4:3:A7 States the differences between moderate and vigorous physical activity as it relates to perceived exertion.	Sample debrief question: <i>Where would participation in a moderate physical activity tend to fall on the scale of perceived exertion? A vigorous activity?</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Introduction to Pilates • Combining Aerobic Capacity and Flexibility 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
4:3:A8 Demonstrates knowledge of current guidelines for physical activity (60 minutes daily).	<ul style="list-style-type: none"> • Pedometer Log • Personally Fit Activity 	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Fitness in the 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Challenge: In the Mood to Move	Middle • Body Composition Circuit	
4:3:A9 Demonstrates knowledge of all major muscle groups.	Fitness: • Peer Coach • Self Check • Teacher Rubrics	• Introduction to Pilates • Introduction to Yoga • Basic Exercise Techniques • Resistance Band Workout	• Fitness • Fitness • Fitness
4:3:B1 Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.	• Pedometer Log • Personally Fit Activity Challenge: In the Mood to Move	• Introduction to Pilates • Introduction to Yoga • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout	• Fitness • Fitness • Fitness • Fitness • Fitness
4:3:B2 Documents individual physical activity in relation to all the health-	• Pedometer Log • Personally Fit Activity	• Basic Exercise Techniques • Resistance Band	• Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Circuit	
4:3:B5 Completes a total body resistance training workout with safe lifting procedures (e.g., large muscles first, proper form and balance, correct amount of resistance, rest day, etc.).	Fitness: <ul style="list-style-type: none"> Peer Coach Self Check Teacher Rubrics 	<ul style="list-style-type: none"> Basic Exercise Techniques Resistance Band Workout Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> Fitness Fitness Fitness
4:3:B6 Completes a total body stretching routine with safe stretching techniques.	Fitness: <ul style="list-style-type: none"> Peer Coach Self Check Teacher Rubrics 	<ul style="list-style-type: none"> Introduction to Yoga Range of Motion Individual Warm-Up Routines Partner Warm-Up Routines 	<ul style="list-style-type: none"> Fitness Fitness Jump Rope Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5: Exhibits responsible and social behavior that respects self and others in physical activity settings.			
5:3:A1 Uses time wisely when given the opportunity to work on skill or fitness development without close	Specific Unit: <ul style="list-style-type: none"> Self Check Peer Coach 	<ul style="list-style-type: none"> Advanced Progressions Advanced Shots 	<ul style="list-style-type: none"> Stunts and Tumbling Handball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
teacher monitoring.	<ul style="list-style-type: none"> • Teacher Rubrics 	<ul style="list-style-type: none"> • Serving Challenges 	<ul style="list-style-type: none"> • Volleyball •
5:3:A2 Identifies the importance of following class and procedures.	<ul style="list-style-type: none"> • Coulda, Woulda, Shoulda (Various Units) 	<ul style="list-style-type: none"> • Respect and Roll Taking • Acceptance and Super Grouping • Responsibility and Routines 	<ul style="list-style-type: none"> • First 5 Lessons • First 5 Lessons • First 5 Lessons
5:3:A3 Makes responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (allergies, asthma, etc.).	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Coulda, Shoulda, Woulda • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Responsibility and Routines 	<ul style="list-style-type: none"> • First 5 Lessons
5:3:A4 Follows and listens to all directions and asks for help when needed.	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Coulda, Shoulda, Woulda • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Responsibility and Routines • Advanced Progressions • Advanced Shots • Hip Hop Basic Moves Jigsaw 	<ul style="list-style-type: none"> • First 5 Lessons • Stunts and Tumbling • Handball • Dance
5:3:A5 Communicates to teacher and/or peers when problems are observed and uses the problem-solving	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Coulda, Shoulda, Woulda 	<ul style="list-style-type: none"> • Problem-Solver Adventure Race • Event: The Crackerjack Classic 	<ul style="list-style-type: none"> • Cooperatives • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
model to solve or find a solution.	<ul style="list-style-type: none"> • Self-Check • Teacher Rubric 	(Option 1: Create & Play Your Own Game) Adventure Race •	
5:3:A6 Demonstrates self-control during conflict (e.g., peer conflicts or an official’s decision).	Specific Unit: <ul style="list-style-type: none"> • Coulda, Shoulda, Woulda • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Singles/Doubles Game Play • FIBA World Championships • WFDF World Overall Flying Disc Championship • Royal Court • Quick-Play Mini-Football 	<ul style="list-style-type: none"> • Handball • Basketball • Flying Disc • Racquets and Paddles • Football
5:3:A7 Identifies and practices ethical behavior.	Specific Unit: <ul style="list-style-type: none"> • Coulda, Shoulda, Woulda • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Problem-Solver Adventure Race • Adventure Racing 101 • Hoopla Adventure Race 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
5:3:B1 Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports.	Specific Unit: <ul style="list-style-type: none"> • Coulda, Shoulda, Woulda 	<ul style="list-style-type: none"> • Kin-Ball Sport • Volley Tennis • 3-on-3 Basketball • Modified Team 	<ul style="list-style-type: none"> • World Games • Volleyball • Basketball • World Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • Self-Check • Teacher Rubric 	Handball	
5:3:B2 Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.	<ul style="list-style-type: none"> • Coulda, Shoulda, Woulda (all units) 	<ul style="list-style-type: none"> • Acceptance and Super Grouping • FIBA World Championships • WFDF World Overall Flying Disc Championship • Singles, Doubles Game Play • Adventure Racing 101 	<ul style="list-style-type: none"> • First 5 Lessons • Basketball • Flying Disc • Racquets and Paddles • Cooperatives
5:3:B3 Demonstrates appropriate etiquette in activity settings (e.g., while playing golf the student waits for the ball to be played that is farthest from the hole).	<ul style="list-style-type: none"> • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Singles, Doubles Game Play • Singles, Doubles Game Play • Disc Golf 	<ul style="list-style-type: none"> • Handball • Racquets and Paddles • Flying Disc
5:3:B4 Demonstrates positive social interaction while in a physical activity setting (e.g., the student gives another student a high five after making a great shot in	<ul style="list-style-type: none"> • Coulda Shoulda Woulda (all units) 	<ul style="list-style-type: none"> • Partner Trick Circuit • Karrimor International Mountain Marathon 	<ul style="list-style-type: none"> • Jump Rope • Cooperatives • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
basketball).		<ul style="list-style-type: none"> • Merengue Mixer! 	
<p>5:3:B5 Demonstrates respect and concern for the safety of others (e.g., physical, emotional, environmental) in word and actions (e.g., using and replacing equipment properly, following safety guide-lines/rules of an activity etc.) in adventure and team building activities.</p>	<ul style="list-style-type: none"> • Coulda, Woulda, Shoulda (Various Units) 	<ul style="list-style-type: none"> • Problem-Solver Adventure Race • Adventure Racing 101 • Hoopla Adventure Race 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
<p>5:3:B6 Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities.</p>	<ul style="list-style-type: none"> • Coulda, Shoulda, Woulda (all units) 	<ul style="list-style-type: none"> • Acceptance and Super Grouping • FIBA World Championships • WFDF World Overall Flying Disc Championship • Singles, Doubles Game Play • Adventure Racing 101 	<ul style="list-style-type: none"> • First 5 Lessons • Basketball • Flying Disc • Racquets and Paddles • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
<p>6:3:A1 Recognizes that regular physical activity improves the student's fitness level in both skill-related and health-related fitness components.</p>	<p>Sample debrief question: <i>What are some benefits from participating in regular physical activity?</i></p>	<ul style="list-style-type: none"> • 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 Unit • Fitness Unit • Fitness Unit • Fitness Unit • Fitness Unit
<p>6:3:A2 Analyzes selected physical experiences for social, emotional, mental, and physical health benefits.</p>	<p>Sample debrief question: <i>What are some benefits from participating in fitness activities? In team activities? In learning specific sport skills?</i></p>	<ul style="list-style-type: none"> • Hip Hop Basic Moves Jigsaw • Partner Trick Circuit • Karrimor International Mountain Marathon 	<ul style="list-style-type: none"> • Dance • Jump Rope • Cooperatives
<p>6:3:A3</p>	<p>Sample debrief</p>	<ul style="list-style-type: none"> • Aerobic Capacity 	<ul style="list-style-type: none"> • Fitness Unit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury.	question: <i>What are some physical benefits from participating in fitness activities?</i>	<ul style="list-style-type: none"> • Circuit • Heart Rate Highway • Basic Exercise Techniques • Fitness in the Middle 	<ul style="list-style-type: none"> • Fitness Unit • Fitness Unit • Fitness Unit
6:3:A4 Recognizes the value of physical activity to reduce stress and improve mood.	Sample debrief question: <i>What are some psychological benefits from participating in fitness activities?</i>	<ul style="list-style-type: none"> • Introduction to Yoga • Introduction to Pilates 	<ul style="list-style-type: none"> • Fitness • Fitness
6:3:A5 Recognizes the importance of physical activity to keep body systems working together efficiently.	Sample debrief question: <i>What are some physiological benefits from participating in fitness activities?</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Introduction to Pilates • Introduction to Yoga • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
6:3:A6 Seeks personally-challenging experiences in physical activity settings.	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubrics 	<ul style="list-style-type: none"> • Advanced Progressions • Advanced Shots • Serving Challenges 	<ul style="list-style-type: none"> • Stunts and Tumbling • Handball • Volleyball
6:3:A7 Appreciates the aesthetic and creative aspects of skilled performance.	Dance <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric 	<ul style="list-style-type: none"> • Advanced Shots • Advanced Progressions • Create a Hip Hop Routine 	<ul style="list-style-type: none"> • Handball • Stunts and Tumbling • Dance
6:3:A8 Describes the ways to use body and movement to communicate ideas and feelings in creative dance.	Dance <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 Hip Hop Routine • Create your own Merengue Move 	<ul style="list-style-type: none"> • Dance • Dance • Dance
6:3:A9 Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.).	Sample debrief question: <i>What are some mental benefits from participating in fitness activities?</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Introduction to Pilates • Introduction to Yoga 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
6:3:A10 Recognizes physical activity as an opportunity for social and group interaction and to form new relationships.	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self-Check • Teacher Rubric • Coulda, 	<ul style="list-style-type: none"> • Cross the Great Divide • Radioactive River • Karrimor International 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Shoulda, Woulda (Cooperatives)	Mountain Marathon <ul style="list-style-type: none"> • Centipede Pass • Indiana Jones • Corridor Challenge • Hands Free • Final Cooperative Adventure Race • Partner Stunts • Volleyball Xtreme 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • Stunts and Tumbling • Volleyball
6:3:A11 Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem.	Sample debrief question: <i>What are some emotional benefits from participating in fitness activities?</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Introduction to Pilates • Introduction to Yoga • Basic Exercise Techniques • Resistance Band Workout • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness • Fitness

SPARK Alignment with Wisconsin Physical Education Standards
 Grades 9-12
 (SPARK 2011 Edition)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.			
1:4:A1 Demonstrates proper mechanics needed for success in target sports such as archery, casting/fishing, golf, and Frisbee® golf.	Specific Unit Personal Best Assessments	<ul style="list-style-type: none"> • Flying Disc: Ultimate Personal Best 	<ul style="list-style-type: none"> • Flying Disc
1:4:A2 Demonstrates balance and body control while moving at different speeds while manipulating a ball of different sizes.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Basketball Personal Best • Football Personal Best • Hockey Personal Best 	<ul style="list-style-type: none"> • Basketball • Football • Hockey
1:4:A3 Demonstrates mature form while striking objects in a variety of racquet sports.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Win the Point (Singles Royal Court) • Picking Sides (Doubles Success/Try Again) • Event: Uber 'Bad' Cup (Singles and 	<ul style="list-style-type: none"> • Badminton • Badminton • Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Doubles Round Robin)	
1:4:A4 Operates a bike, kayak, or canoe safely and skillfully in a natural environment.	Outdoor cycling, canoeing, kayaking not addressed in SPARK HS curriculum		
1:4:A5 Demonstrates proficiency in two movement forms in individual and lifetime activities.	•	<ul style="list-style-type: none"> • Yoga Basic Training • Spinning Personal Best • Cardio Kickboxing Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness (online unit) • Group Fitness
1:4:A6 Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as inline skating, cross-country skiing, biking, etc.	Outdoor cycling, inline skating, cross country skiing not addressed in SPARK HS curriculum		
1:4:A7 Plays modified team sports using all the basic skills and strategies of the sport and some advanced skills.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Performance Rubric 	<ul style="list-style-type: none"> • Event: Ultimate Masters (Disc Golf & 5-on-5 Hat Tournament) • Event: March Madness • Run the Wickets! 	<ul style="list-style-type: none"> • Flying Disc: Ultimate • Basketball • World Games: Cricket
1:4:A8 Acquires skills to participate in a lifetime activity outside of	Specific Unit: <ul style="list-style-type: none"> • Self-Check 	<ul style="list-style-type: none"> • Fitness Personal Best Assessment 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
school.	<ul style="list-style-type: none"> • Performance Rubric 	<ul style="list-style-type: none"> • Wellness Walking Personal Best • Strength Training Personal Best • Yoga Basic Training 	<ul style="list-style-type: none"> • Strength Training • Group Fitness
1:4:A9 Demonstrates proficient skills to participate in advanced play of some activities.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Performance Rubric 	<ul style="list-style-type: none"> • Serve, Then Defend • Battle Zone • Pump Up the Base 	<ul style="list-style-type: none"> • Volleyball • Flying Disc: Ultimate • Softball
1:4:B1 Passes and catches a variety of objects with a partner while stationary and moving.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Event: Ultimate Masters (Disc Golf & 5-on-5 Hat Tournament) • Event: March Madness • Event: Gridiron Classic (Pass-Punt-Snap Challenge & 5-on-5 Round Robin Tournament) 	<ul style="list-style-type: none"> • Flying Disc: Ultimate • Basketball • Football
1:4:B2 Executes a variety of shots while participating in racquet sports.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Win the Point (Singles Royal Court) • Picking Sides 	<ul style="list-style-type: none"> • Badminton • Badminton • Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Notes <ul style="list-style-type: none"> • Performance Rubric 	(Doubles Success/Try Again) <ul style="list-style-type: none"> • Event: Uber 'Bad' Cup (Singles and Doubles Round Robin) 	
1:4:B3 Manipulates a ball at moderate to fast speeds, while maintaining control of the ball in drills and game play.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Fielder's Choice • Big D (4-on-4 Royal Court) • D-Fence (5-on-5 Royal Field) 	<ul style="list-style-type: none"> • Softball • Basketball • Football
1:4:B4 Demonstrates and describes offensive, defensive, and transitional skills and strategies in team and individual sports.	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) • A Strong Slide 	<ul style="list-style-type: none"> • Basketball • Football • Football
1:4:B5 Identifies, explains, and applies the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Flying Disc: Ultimate • Hockey • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
variety of physical activities.	Rubric <ul style="list-style-type: none"> • Specific Unit Written Tests 		
1:4:B6 Supports teammates by movement and spacing in invasion, net, and field games.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Wicket Busters • Boot & Bolt • S-P-A-C-E Out! 	<ul style="list-style-type: none"> • World Games: Cricket • Soccer • Hockey
1:4:B7 Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Event: Off to the Races! • Create a Hip Hop Routine • Win the Point (Singles Royal Court) 	<ul style="list-style-type: none"> • Aquatics (online unit) • Dance • Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.			
2:4:A1 Develops an appropriate conditioning program for a sport or lifetime fitness activity.	<ul style="list-style-type: none"> • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Fitness Personal Best • iHIIT (High Intensity Interval Training) • Wellness Walking Personal Best • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training • Group Fitness • Wellness Walking • Strength Training
2:4:A2 Plans a summer or afterschool personal conditioning program.	<ul style="list-style-type: none"> • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training
2:4:A3 Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors.	<ul style="list-style-type: none"> • Strength in Numbers Challenge Think About... 	<ul style="list-style-type: none"> • Fitness Personal Best • Strength Training Adventure Race • Strength in Numbers 	<ul style="list-style-type: none"> • Strength Training • Strength Training • Strength Training
2:4:A4 Identifies the differences and benefits of both functional fitness training and traditional weight training.	<ul style="list-style-type: none"> • Basic Training: Functional Fitness Jigsaw Think About... 	<ul style="list-style-type: none"> • iCardio Kickboxing • iFreestyle Aerobics • iHITT • Basic Training: 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		FUNctional Fitness Jigsaw	
2:4:B1 Identifies biomechanical principles related to striking, throwing, catching, and kicking skills.	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Softball • Soccer • Basketball
2:4:B2 Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • World Games • Football • Softball
2:4:B3 Recognizes advanced skill performance in others.	<ul style="list-style-type: none"> • Specific Unit Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Studio Showdown (SPARK Event) 	<ul style="list-style-type: none"> • Group Fitness
2:4:B4 Describes the impact of new skills and tactics.	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • World Games • Football • Softball
2:4:B5 Explains appropriate tactical decisions in a competitive activity.	Specific Unit: <ul style="list-style-type: none"> • Self-Check 	<ul style="list-style-type: none"> • Event: Ultimate Masters (Disc Golf) 	<ul style="list-style-type: none"> • Flying Disc: Ultimate

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • & 5-on-5 Hat Tournament) • Event: March Madness • Event: Gridiron Classic (Pass-Punt-Snap Challenge & 5-on-5 Round Robin Tournament) 	<ul style="list-style-type: none"> • Basketball • Football
2:4:B6 Self-assesses performance and makes appropriate corrections.	<ul style="list-style-type: none"> • Personal Best Assessments 	<ul style="list-style-type: none"> • Basketball Personal Best • Hockey Personal Best • Badminton Personal Best 	<ul style="list-style-type: none"> • Basketball • Hockey • Badminton
2:4:B7 Applies preexisting skills and knowledge to the acquisition of new skills.	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw Notes 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Football • Flying Disc: Ultimate • World Games: Cricket
2:4:B8 Explains the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy)	<p>Specific Unit:</p> <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw 	<ul style="list-style-type: none"> • Dive In: FUNctional Aquatic Jigsaw • Fun-day-mentals 	<ul style="list-style-type: none"> • Aquatics (online unit) • Hockey • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Notes	Jigsaw <ul style="list-style-type: none"> • Fun-day-mentals Jigsaw 	
2:4:B8 Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.	Specific Unit: <ul style="list-style-type: none"> • Self-Check • Fun-day-mentals Jigsaw Notes • Performance Rubric 	<ul style="list-style-type: none"> • Dive In: FUNctional Aquatic Jigsaw • Create a Hip Hop Routine • Win the Point (Singles Royal Court) 	<ul style="list-style-type: none"> • Aquatics (online unit) • Dance • Badminton

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3: Participates regularly in physical activity.			
3:4:A1 Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.	<ul style="list-style-type: none"> • Personal Fitness Program Development 	<ul style="list-style-type: none"> • iCardio Kickboxing • Wellness Walking Personal Best • Walk-Jog-Run 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Wellness Walking
3:4:A2 Accumulates a recommended number of minutes of moderate to	<ul style="list-style-type: none"> • Pedometer Log • Heart Rate Monitor Log 	<ul style="list-style-type: none"> • HIIT Basic Training • Cardio Kickboxing 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
vigorous physical activity outside of physical education on five or more days per week.		Basic Training <ul style="list-style-type: none"> • Aerobics Basic Training 	
3:4:A3 Participates in health-enhancing lifetime activities that can be pursued in the community as well as the school.	<ul style="list-style-type: none"> • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Yoga Basic Training • HIIT Basic Training • Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Strength Training
3:4:A4 Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.	<ul style="list-style-type: none"> • Pedometer Log • Heart Rate Monitor Log 	<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
3:4:A5 Recognizes and adjusts their personal effort level to achieve health-enhancing benefits during a variety of activities.	<ul style="list-style-type: none"> • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training
3:4:B1 Establishes goals by identifying strengths and weaknesses using personal fitness assessments.	<ul style="list-style-type: none"> • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Fitness Personal Best 	
<p>3:4:B2 Compares health and fitness benefits derived from various physical activities.</p>	<ul style="list-style-type: none"> • Group Fitness Think About... 	<ul style="list-style-type: none"> • iYoga • iHIIT (High Intensity Interval Training) • Wellness Walking Personal Best • Create Your Own ST Program 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Wellness Walking • Strength Training
<p>3:4:B3 Identifies the effects of age, gender, socioeconomic status, genetics, and culture in relation to individual health and current trends and issues.</p>	<p>Sample debrief question: <i>What are some factors that affect the choices people make in physical activity selection? Why?</i></p>	<ul style="list-style-type: none"> • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Group Fitness
<p>3:4:B4 Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.</p>	<ul style="list-style-type: none"> • Group Fitness Think About... 	<ul style="list-style-type: none"> • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.			
4:4:A1 Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.	<ul style="list-style-type: none"> • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training
4:4:A2 Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.	Fitness Unit Test <ul style="list-style-type: none"> • Create a Routine/Program • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Create Your Own ST Program 	<ul style="list-style-type: none"> • Strength Training
4:4:A3 Achieves personal fitness goals after a period of training.	<ul style="list-style-type: none"> • Fitness Personal Best Assessment 	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training
4:4:A4 Demonstrates the ability to monitor and adjust a personal fitness program to meet needs and goals.	<ul style="list-style-type: none"> • Personal Fitness Program Development 	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>4:4:A5 Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).</p>	<ul style="list-style-type: none"> • Fitness Personal Best Assessment 	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training
<p>4:4:A6 Meets the age- and gender-specific health-related fitness standards defined by evidence-based assessments (e.g., FitnessGram).</p>	<ul style="list-style-type: none"> • Fitness Personal Best Assessment 	<ul style="list-style-type: none"> • Fitness Personal Best • Fitness Personal Best • Fitness Personal Best 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training
<p>4:4:A7 Identifies a variety of activities and how often they should be done to improve all health-related fitness components.</p>	<ul style="list-style-type: none"> • Fitness Personal Best Think About... 	<ul style="list-style-type: none"> • iFreestyle Aerobics • iCardio Kickboxing • iHIIT (High Intensity Interval Training) • iYoga • Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness • Group Fitness • Strength Training
<p>4:4:A8 Identifies major muscle groups of the body and correctly identifies and performs at least two weight</p>	<ul style="list-style-type: none"> • Create Your Own Strength Training Program 	<ul style="list-style-type: none"> • Create Your Own ST Program • Basic Training: FUNctional 	<ul style="list-style-type: none"> • Strength Training • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
training exercises for each muscle group.		Fitness Jigsaw	
4:4:A9 Participates in fitness activities based on resources available in the local community.	<ul style="list-style-type: none"> • Basic Training: Functional Fitness Jigsaw Think About... 	<ul style="list-style-type: none"> • iFreestyle Aerobics • iCardio Kickboxing • iHIIT (High Intensity Interval Training) • iYoga • Basic Training: FUNctional Fitness Jigsaw 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness • Group Fitness • Strength Training
4:4:A10 Self-assesses heart rate before, during, and after various physical activities.	<ul style="list-style-type: none"> • Heart Rate Monitor Logs 	<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
4:4:A11 Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.	<ul style="list-style-type: none"> • Personal Best Assessments 	<ul style="list-style-type: none"> • Fitness Personal Best Assessment • Wellness Walking Personal Best • Fitness Personal Best Assessment 	<ul style="list-style-type: none"> • Group Fitness • Wellness Walking • Strength Training

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5: Exhibits responsible and social behavior that respects self and others in physical activity settings.			
5:4:A1 Solves conflicts agreeable to both parties.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw 101 • Adventure Race 101 • Game Day 101 • SPARK Event 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101
5:4:A2 Adjusts participation level and personal behavior to make activities inclusive for everyone.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw 101 • Adventure Race 101 • Game Day 101 • SPARK Event 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101
5:4:A3 Works with peers willingly, regardless of skill level and individual differences in partner and small group situations.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw 101 • Adventure Race 101 • Game Day 101 • SPARK Event 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> Character Ed Journaling Pages 		
<p>5:4:A4 Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.</p>	<ul style="list-style-type: none"> Character Matters Assessments Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> Orienteering Adventure Race Event: The Navigational Invitational Tri-Pod 	<ul style="list-style-type: none"> Cooperatives: Orienteering Cooperatives: Orienteering Cooperatives: Orienteering
<p>5:4:A5 Demonstrates consistent decisions to ensure the safety of self and others.</p>	<ul style="list-style-type: none"> SPARK HS PE 101 Character Matters Assessment (Game Day 101 Debrief) 	<ul style="list-style-type: none"> Game Day 101 	<ul style="list-style-type: none"> SPARK HS PE 101
<p>5:4:A6 Exhibits respectful and mature behavior to contribute to a positive learning environment.</p>	<ul style="list-style-type: none"> Character Matters Assessments Coulda, Shoulda, Woulda Character Ed Journaling 	<ul style="list-style-type: none"> Fun-day-mentals Jigsaw 101 Adventure Race 101 Game Day 101 SPARK Event 101 	<ul style="list-style-type: none"> SPARK HS PE 101 SPARK HS PE 101 SPARK HS PE 101 SPARK HS PE 101

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Pages		
5:4:A7 Identifies positive and negative peer influences.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw 101 • Adventure Race 101 • Game Day 101 • SPARK Event 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
6:4:A1 Participates in activity outside of school for self-enjoyment.	Personal Fitness Program Development	<ul style="list-style-type: none"> • Aerobics Basic Training • Cardio Kickboxing Basic Training • Walk-Jog-Run 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Wellness Walking
6:4:A2 Identifies reasons to participate in physical activity in the local community.	Personal Fitness Program Development	<ul style="list-style-type: none"> • Aerobics Basic Training • Cardio Kickboxing 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Wellness Walking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Basic Training <ul style="list-style-type: none"> • Walk-Jog-Run 	
6:4:A3 Displays a willingness to experiment with new activities and sports of our and other cultures.	<ul style="list-style-type: none"> • Yoga Basic Training Think About... 	<ul style="list-style-type: none"> • Yoga Basic Training 	<ul style="list-style-type: none"> • Group Fitness
6:4:A4 Demonstrates strategies for including people of diverse backgrounds and abilities in physical activity.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda Character Ed Journaling Pages 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw 101 • Adventure Race 101 • Game Day 101 • SPARK Event 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101
6:4:A5 Describes the correlation that being physically active leads to a higher quality of life.	<ul style="list-style-type: none"> • iFreestyle Aerobics Think About... 	<ul style="list-style-type: none"> • HIIT Basic Training • Yoga Basic Training • Aerobics Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
6:4:B1 Demonstrates, through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.	<ul style="list-style-type: none"> • Character Matters Assessments • Coulda, Shoulda, Woulda 	<ul style="list-style-type: none"> • Fun-day-mentals Jigsaw 101 • Adventure Race 101 • Game Day 101 • SPARK Event 101 	<ul style="list-style-type: none"> • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101 • SPARK HS PE 101

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Character Ed Journaling Pages		
6:4:B2 Recognizes the value of all individuals involved in the activity.	<ul style="list-style-type: none"> • Badminton Adventure Race Think About... 	<ul style="list-style-type: none"> • Badminton Adventure Race • iYoga 	<ul style="list-style-type: none"> • Badminton • Group Fitness
6:4:B3 Describes the positive feelings that result from physical activity participation alone and with others.	<ul style="list-style-type: none"> • HIIT Basic Training Think About... 	<ul style="list-style-type: none"> • HIIT Basic Training • Yoga Basic Training • Aerobics Basic Training 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
6:4:B4 Participates as a volunteer in promoting physical activity within the school setting and also in the community.	Personally Fit SPARKfit (SPARKfamily.org)		