

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

3rd Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Leaps using a mature pattern. (S1.E1.3)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> Perimeter Move Stunts and Tumbling Circuit Create a Routine 	<ul style="list-style-type: none"> ASAP Stunts and Tumbling Stunts and Tumbling
Travels showing differentiation between sprinting and running. (S1.E2.3)	Walk, Jog, Run Performance Rubric	<ul style="list-style-type: none"> Track and Field Moving Around the Track Walk/Jog Switcheroo 	<ul style="list-style-type: none"> Aerobic Games Map Challenges Walk, Jog, Run
Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> Track and Field Look, Learn, and Leave Stunts and Tumbling Circuit 	<ul style="list-style-type: none"> Aerobic Games Stunts and Tumbling Stunts and Tumbling
Performs teacher selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)	Dance Performance Rubric	<ul style="list-style-type: none"> 5-6-7-8 Mambo #5 Cotton-Eyed Joe 	<ul style="list-style-type: none"> Dance Dance Dance
Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> Louisiana Saturday Night Stunt Stories and Tumbling Tales 	<ul style="list-style-type: none"> Dance Stunts and Tumbling Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> • Create a Routine • Aerobic Dance 	<ul style="list-style-type: none"> • Group Fitness
Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> • Look, Learn, and Leave • Stunts and Tumbling Circuit • Stunt Stories and Tumbling Tales 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> • Look, Learn, and Leave • Stunts and Tumbling Circuit • Stunt Stories and Tumbling Tales 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Moves into and out of gymnastics balances with curling, twisting & stretching actions. (S1.E10.3)	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> • Those Tricky Transitions • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)	Create a Dance Performance Rubric	<ul style="list-style-type: none"> • Create a Routine • Aerobic Dance • Create a Routine 	<ul style="list-style-type: none"> • Dance • Group Fitness • Movement Bands
Combines balance and weight transfers with movement concepts	Create a Dance Performance Rubric	<ul style="list-style-type: none"> • Create a Routine • Aerobic Dance 	<ul style="list-style-type: none"> • Dance • Group Fitness

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to create and perform a dance. (S1.E12.3)		<ul style="list-style-type: none"> Create a Routine 	<ul style="list-style-type: none"> Movement Bands
Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)	Softball Performance Rubric	<ul style="list-style-type: none"> Partner Throw and Catch Pitch and Catch 	<ul style="list-style-type: none"> Softball Softball
Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. (S1.E14.3)	Softball Performance Rubric	<ul style="list-style-type: none"> Out at Home! Corner to Corner Give and Go Beat the Ball 	<ul style="list-style-type: none"> Softball Softball Softball
Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)	Softball Performance Rubric	<ul style="list-style-type: none"> Partner Throw and Catch 	<ul style="list-style-type: none"> Softball
Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)	Basketball Performance Rubric	<ul style="list-style-type: none"> Dribbling Drills Add 'Em Up Around the Court 	<ul style="list-style-type: none"> Basketball Basketball Basketball
Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)	Soccer Performance Rubric	<ul style="list-style-type: none"> Dribbling Drills Soccer Hoopla Rainforest 	<ul style="list-style-type: none"> Soccer Soccer Soccer
Passes & receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3)	Soccer Performance Rubric	<ul style="list-style-type: none"> Passing Drills Trap, Pass, and Follow Corner to Corner 	<ul style="list-style-type: none"> Soccer Soccer Soccer

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		Give and Go	
<p>Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a)</p> <p>Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)</p>	Soccer Performance Rubric	<ul style="list-style-type: none"> • Shooting Drills • 5-Player Kickball • 3 Flies Up 	<ul style="list-style-type: none"> • Soccer • Aerobic Games • Recess Activities
<p>Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3)</p>	<ul style="list-style-type: none"> • Volleyball Performance Rubric • Racquets and Paddles Performance Rubric 	<ul style="list-style-type: none"> • Serving Challenges • Paddle 2-Square • Introduction to Badminton 	<ul style="list-style-type: none"> • Volleyball • Racquets and Paddles • Racquets and Paddles
<p>Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)</p> <p>Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.</p>	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> • Paddle 2-Square • Stroke and Catch • Paddle Call Ball 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles • Racquets and Paddles

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(S1.E24.3b)			
Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. <i>Note:</i> Use batting tee or ball tossed by teacher for batting. (S1.E25.3)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> Batting Practice Open Base Shooting Drills 	<ul style="list-style-type: none"> Softball Softball Hockey
Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E27.3)	Jump Rope Performance Rubric	<ul style="list-style-type: none"> Mirror, Mirror Jump Rope Add-On Group Jump Rope Challenge 	<ul style="list-style-type: none"> Jump Rope Jump Rope Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Recognizes the concept of open spaces in a movement context. (S2.E1.3)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> Tunnel Tag 3-Catch Game Air It Out 	<ul style="list-style-type: none"> Chasing and Fleeing Aerobic Games Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> Sports Moves Aerobics Introduction to Movement Bands Bench Step Basics 	<ul style="list-style-type: none"> Group Fitness Movement Bands Group Fitness
Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> Sports Moves Aerobics Create a Routine Create a Routine 	<ul style="list-style-type: none"> Group Fitness Stunts and Tumbling Group Fitness
<p>Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)</p> <p>Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)</p>	<ul style="list-style-type: none"> Dance Performance Rubric Stunts and Tumbling Performance Rubric 	<ul style="list-style-type: none"> Create a Dance Those Tricky Transitions 	<ul style="list-style-type: none"> Dance Stunts and Tumbling Stunts and Tumbling
<p>Applies simple strategies & tactics in chasing activities. (S2.E5.3a)</p> <p>Applies simple strategies in fleeing activities. (S2.E5.3b)</p>	Chasing and Fleeing Performance Rubric	<ul style="list-style-type: none"> Basic Tag Hospital Tag Partner Tag 	<ul style="list-style-type: none"> Chasing and Fleeing Chasing and Fleeing Chasing and Fleeing

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Charts participation in physical activities outside physical education class. (S3.E1.3a) Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)	<ul style="list-style-type: none"> • Walk/Jog/Run Performance Rubric • Map Challenges Mileage Chart 	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
Engages in the activities of physical education class without teacher prompting. (S3.E2.3)	Fitness Challenges Self-Check	<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
Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	<ul style="list-style-type: none"> • Sample debrief question: <i>What are the five components of health-related fitness? Can you give an example of each?</i> 	<ul style="list-style-type: none"> • Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> Fitness Circuits Think About... 		
Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)	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"> Daily Dozen Fun and Flexibility with a Friend Muscular Strength and Endurance Aerobic Dance 	<ul style="list-style-type: none"> Stunts and Tumbling Fitness Challenges Fitness Circuits Group Fitness
Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)	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
Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)	Sample debrief question: <i>Name some foods that are helpful to eat before you exercise. After?</i>	<ul style="list-style-type: none"> Body Composition BINGO Body Composition Circuit 	<ul style="list-style-type: none"> Fitness Challenges Fitness Circuits

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Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Cooperatives Performance Rubric	<ul style="list-style-type: none"> • Orientation to SPARK PE • Establishing Basics • Cooperation and Trust 	<ul style="list-style-type: none"> • 1st Three Lessons • 1st Three Lessons • 1st Three Lessons
Works independently for extended periods of time. (S4.E2.3)	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Solo Aerobic Fitness • Moving Around the Track • Look, Learn, and Leave 	<ul style="list-style-type: none"> • Fitness Challenges • Map Challenges • Stunts and Tumbling
Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Basketball Skills Stations • Flying Disc Stations • Passing and Receiving Drills 	<ul style="list-style-type: none"> • Basketball • Flying Disc • Football
Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b)	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
Recognizes the role of rules and	Sample debrief	<ul style="list-style-type: none"> • Virginia Reel 	<ul style="list-style-type: none"> • Dance

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etiquette in physical activity with peers. (S4.E5.3)	question: <i>Why do we have rules when playing with others?</i>	<ul style="list-style-type: none"> • Hot Time • Parachute Play (Small Group) 	<ul style="list-style-type: none"> • Dance • Cooperatives
Works independently and safely in physical activity settings. (S4.E6.3)	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Look, Learn, and Leave • Flying Disc Stations • Solo Aerobic Fitness 	<ul style="list-style-type: none"> • Stunts and Tumbling • Flying Disc • Fitness Challenges

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Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Discusses the relationship between physical activity and good health. (S5.E1.3)	Wellness Integration: Body Composition BINGO	<ul style="list-style-type: none"> • Body Composition BINGO • Mixed Fitness Circuit • Fitness Grab Bag 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Challenges
Discusses the challenge that comes from learning a new physical	Sample debrief question:	<ul style="list-style-type: none"> • Survivor Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits

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activity. (S5.E2.3)	<i>Is it easy to learn a new skill or physical activity? How do you feel when you master the challenge?</i>	<ul style="list-style-type: none"> • Roll the Dice • Soccer Group Challenge 	<ul style="list-style-type: none"> • Soccer
Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Sample debrief question: <i>Why do you enjoy certain physical activities?</i>	<ul style="list-style-type: none"> • 5-Player Kickball • Beat the Ball • 3-Catch Basketball 	<ul style="list-style-type: none"> • Aerobic Games • Softball • Basketball
Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Sample debrief question: <i>What positive interactions did you have with your group mates in the activity?</i>	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Parachute Play (Small Group) 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

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

4th Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Cotton-Eyed Joe • Stunt Stories and Tumbling Tales • Mini-Soccer 	<ul style="list-style-type: none"> • Dance • Stunts and Tumbling • Soccer
Runs for distance using a mature pattern. (S1.E2.4)	Walk, Jog, Run Performance Rubric	<ul style="list-style-type: none"> • Inside/Outside Walk/Jog • Moving Around the Track (Counting Laps) • Moving Around the Track (Counting Minutes) 	<ul style="list-style-type: none"> • Walk, Jog, Run • Map Challenges • Map Challenges
Uses spring- and step-takeoffs and landings specific to gymnastics. (S1.E3.4)	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> • Look, Learn, and Leave • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Combines locomotor movement patterns and dance steps to create and perform an original dance.	Create a Dance Performance Rubric	<ul style="list-style-type: none"> • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Dance • Group Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(S1.E5.4)			
Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • 5-Player Shoot and Dribble • 5-Player Throw/Hit and Run • 5-Player Kick and Dribble 	<ul style="list-style-type: none"> • Hockey • Softball • Soccer
Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Balance addressed in Stunts and Tumbling Unit; apparatus not included		
Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). (S1.E8.4)	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> • Look, Learn, and Leave • Stunt Stories and Tumbling Tales • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling
Moves into and out of balances on apparatus with curling, twisting & stretching actions. (S1.E10.4)	Balance addressed in Stunts and Tumbling Unit; apparatus not included		
Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)	Create a Routine Performance Rubric	<ul style="list-style-type: none"> • Create a Dance • Create a Routine 	<ul style="list-style-type: none"> • Dance • Group Fitness
Combines traveling with balance	Stunts and Tumbling	<ul style="list-style-type: none"> • Stunt Stories and 	<ul style="list-style-type: none"> • Stunts and

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and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)	Performance Rubric	Tumbling Tales <ul style="list-style-type: none"> • Create a Routine 	Tumbling <ul style="list-style-type: none"> • Stunts and Tumbling
Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a) Throws overhand to a partner or at target with accuracy at a reasonable distance. (S1.E14.4b)	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Beat the Ball • Passing and Receiving Drills 	<ul style="list-style-type: none"> • Softball • Softball • Football
Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills). (S1.E15.4)	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Air It Out • Grid Passing • Corner to Corner Give and Go 	<ul style="list-style-type: none"> • Football • Basketball • Softball
Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Beat the Ball • Passing and Receiving Drills 	<ul style="list-style-type: none"> • Softball • Softball • Football
Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. (S1.E17.4a) Dribbles in general space with	Basketball Performance Rubric	<ul style="list-style-type: none"> • Dribbling Drills • Add 'Em Up • Basketball Skills Stations 	<ul style="list-style-type: none"> • Basketball • Basketball • Basketball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
control of ball and body while increasing and decreasing speed. (S1.E17.4b)			
Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)	Soccer Performance Rubric	<ul style="list-style-type: none"> • Dribbling Drills • Soccer Hoopla • Rainforest 	<ul style="list-style-type: none"> • Soccer • Soccer • Soccer
<p>Passes & receives a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). (S1.E19.4a)</p> <p>Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)</p>	Soccer Performance Rubric	<ul style="list-style-type: none"> • Trap, Pass, and Follow • Corner to Corner Give and Go • 5-Player Kick and Dribble 	<ul style="list-style-type: none"> • Soccer • Soccer • Soccer
Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)	<ul style="list-style-type: none"> • Soccer Performance Rubric • Basketball Performance Rubric 	<ul style="list-style-type: none"> • Mini-Soccer • Mini-Basketball • 5-Player Kick and Dribble 	<ul style="list-style-type: none"> • Soccer • Basketball • Soccer
Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)	<ul style="list-style-type: none"> • Soccer Performance Rubric 	<ul style="list-style-type: none"> • Soccer Golf • Punting Drills • 3 Flies Up 	<ul style="list-style-type: none"> • Soccer • Football • Recess Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> Football Performance Rubric 		
Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> 4-Square Volleyball Paddle 2-Square 2-Square 	<ul style="list-style-type: none"> Volleyball Racquets and Paddles Recess Activities
Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4)	Volleyball Performance Rubric	<ul style="list-style-type: none"> Introduction to Overhead Pass Setting Pairs Cooperative Countdown 	<ul style="list-style-type: none"> Volleyball Volleyball Volleyball
<p>Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)</p> <p>Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)</p>	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> Paddle 2-Square Stroke and Catch Paddle Call Ball 	<ul style="list-style-type: none"> Racquets and Paddles Racquets and Paddles Racquets and Paddles
Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> Introduction to Badminton Batting Practice Pass and Follow 	<ul style="list-style-type: none"> Racquets and Paddles Softball Hockey

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the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)			
Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments. (S1.E26.4)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • 5-Player Shoot and Dribble • 5-Player Throw/Hit and Run • 5-Player Kick and Dribble 	<ul style="list-style-type: none"> • Hockey • Softball • Soccer
Creates a jump-rope routine with either a short or long rope. (S1.E27.4)	Create a Routine Performance Rubric	<ul style="list-style-type: none"> • Create a Routine 	<ul style="list-style-type: none"> • Jump Rope

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Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a) Applies the concept of closing	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Keep Away (2 on 1) • Keep Away (3 on 1) • Mini-Basketball 	<ul style="list-style-type: none"> • Basketball • Soccer • Basketball

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spaces in small-sided practice tasks. (S2.E1.4b) Dribbles in general space with changes in direction and speed. (S2.E1.4c)			
Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Cotton-Eyed Joe • Stunt Stories and Tumbling Tales • Mini-Soccer 	<ul style="list-style-type: none"> • Dance • Stunts and Tumbling • Soccer
Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a) Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Inside/Outside Walk/Jog • Moving Around the Track (Counting Laps) • Paddle 2-Square 	<ul style="list-style-type: none"> • Walk, Jog, Run • Map Challenges • Racquets and Paddles
Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a) Applies simple defensive strategies/tactics in chasing and fleeing activities. (S2.E5.4b) Recognizes the types of kicks needed for different games and sports situations. (S2.E5.4c)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • VIP Tag • Offense/Defense • Quick-Play Mini-Football 	<ul style="list-style-type: none"> • Chasing and Fleeing • ASAP • Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	<ul style="list-style-type: none"> • Walk/Jog/Run Performance Rubric • Map Challenges Mileage Chart 	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Fitness Challenges Self-Check	<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
Identifies the components of health-related fitness. (S3.E3.4)	Sample debrief question: <i>What are the five components of health-related fitness? Can you give an example of each?</i> Fitness Circuits Think About...	<ul style="list-style-type: none"> • Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment. (S3.E4.4)	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"> • Daily Dozen • Fun and Flexibility with a Friend • Muscular Strength and Endurance • Aerobic Dance 	<ul style="list-style-type: none"> • Stunts and Tumbling • Fitness Challenges • Fitness Circuits • Group Fitness
Completes fitness assessments (pre- & post-). (S3.E5.4a) Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	<ul style="list-style-type: none"> • Personal Best Day: My Personal Best Progress and Goals Card • Fitness Circuits Think About... 	<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
Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Sample debrief question: <i>Why is it important to stay hydrated when you are performing physical activities?</i> <i>What is the best drink to choose?</i>	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
Exhibits responsible behavior in independent group situations. (S4.E1.4)	Cooperatives Performance Rubric	<ul style="list-style-type: none"> Group Basketball Hunt Flying Disc Group Challenge Hockey Group Challenge 	<ul style="list-style-type: none"> Basketball Flying Disc Hockey
Reflects on personal social behavior in physical activity. (S4.E2.4)	Cooperatives Self-Check	<ul style="list-style-type: none"> Group Jump Rope Challenge Group Juggling Stepping Stones 	<ul style="list-style-type: none"> Jump Rope Cooperatives Cooperatives
Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Cooperatives Self-Check	<ul style="list-style-type: none"> Basketball Skills Stations Flying Disc Stations Passing and Receiving Drills 	<ul style="list-style-type: none"> Basketball Flying Disc Football
Praises the movement performance of others both more and less skilled. (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)	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
Exhibits etiquette and adherence to rules in a variety of physical	Sample debrief question:	<ul style="list-style-type: none"> Virginia Reel Hot Time 	<ul style="list-style-type: none"> Dance Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
activities. (S4.E5.4)	<i>Why do we have rules when playing with others?</i>	<ul style="list-style-type: none"> Parachute Play (Small Group) 	<ul style="list-style-type: none"> Cooperatives
Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Specific Unit Performance Rubric	<ul style="list-style-type: none"> Partner Switcheroo Stunt Hunt Under Pressure Mini-Hockey 	<ul style="list-style-type: none"> Stunts and Tumbling Football Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Examines the health benefits of participating in physical activity. (S5.E1.4)	Wellness Integration: Body Composition BINGO	<ul style="list-style-type: none"> Body Composition BINGO Mixed Fitness Circuit Fitness Grab Bag 	<ul style="list-style-type: none"> Fitness Challenges Fitness Circuits Fitness Challenges
Rates the enjoyment of participating in challenging and mastered physical activities.	Sample debrief question: <i>Is it enjoyable to</i>	<ul style="list-style-type: none"> Survivor Challenge Roll the Dice 	<ul style="list-style-type: none"> Fitness Challenges Fitness Circuits Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
(S5.E2.4)	<i>participate in challenging activities? How do you feel when you master the challenge?</i>	<ul style="list-style-type: none"> Soccer Group Challenge 	
Ranks the enjoyment of participating in different physical activities. (S5.E3.4)	Sample debrief question: <i>What are your favorite physical activities? Least favorite?</i>	<ul style="list-style-type: none"> 5-Player Kickball Beat the Ball 3-Catch Basketball 	<ul style="list-style-type: none"> Aerobic Games Softball Basketball
Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Sample debrief question: <i>What positive interactions did you have with your group mates in the activity?</i>	<ul style="list-style-type: none"> Group Juggling Stepping Stones Parachute Play (Small Group) 	<ul style="list-style-type: none"> Cooperatives Cooperatives Cooperatives

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

5th Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a) Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b) Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Cotton-Eyed Joe • Stunt Stories and Tumbling Tales • Mini-Soccer 	<ul style="list-style-type: none"> • Dance • Stunts and Tumbling • Soccer
Uses appropriate pacing for a variety of running distances. (S1.E2.5)	Walk, Jog, Run Performance Rubric	<ul style="list-style-type: none"> • Inside/Outside Walk/Jog • Moving Around the Track (Counting Laps) • Moving Around the Track (Counting Minutes) 	<ul style="list-style-type: none"> • Walk, Jog, Run • Map Challenges • Map Challenges
Combines jumping and landing	Specific Unit	<ul style="list-style-type: none"> • Whomp It Up 	<ul style="list-style-type: none"> • Dance

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
patterns with locomotors and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. (S1.E3.5)	Performance Rubrics	<ul style="list-style-type: none"> Stunt Stories and Tumbling Tales Group Jump Rope Challenge 	<ul style="list-style-type: none"> Stunts and Tumbling Jump Rope
Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)	Dance Performance Rubric	<ul style="list-style-type: none"> Alunelul Cotton-Eyed Joe Pata Pata 	<ul style="list-style-type: none"> Dance Dance Dance
Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> Those Tricky Transitions Stunt Stories and Tumbling Tales Create a Routine 	<ul style="list-style-type: none"> Stunts and Tumbling Stunts and Tumbling Stunts and Tumbling
Transfers weight in gymnastics and dance environments. (S1.E8.5)	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> Look, Learn, and Leave Partner Switcheroo Stunt Hunt Stunt Stories and Tumbling Tales 	<ul style="list-style-type: none"> Stunts and Tumbling Stunts and Tumbling Stunts and Tumbling
Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments. (S1.E10.5)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> Pata Pata Stunt Stories and Tumbling Tales Mini-Hockey 	<ul style="list-style-type: none"> Dance Stunts and Tumbling Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)	Create a Dance Performance Rubric	<ul style="list-style-type: none"> Create a Dance Create a Routine 	<ul style="list-style-type: none"> Dance Group Fitness
Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)	Create a Routine is addressed in Stunts and Tumbling Unit; apparatus not included		
<p>Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)</p> <p>Throws underhand to a large target with accuracy. (S1.E13.5b)</p>	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> Pitch and Catch SPARK Softball 	<ul style="list-style-type: none"> Softball Softball
<p>Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)</p> <p>Throws overhand to a large target with accuracy. (S1.E13.5b)</p>	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> Partner Throw and Catch Passing Receiving Drills 	<ul style="list-style-type: none"> Softball Football
Throws with accuracy, both partners moving. (S1.E15.5a)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> Corner to Corner Give and Go 	<ul style="list-style-type: none"> Softball Football

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)		<ul style="list-style-type: none"> • 4-Zone Football • Quidditch 	<ul style="list-style-type: none"> • Aerobic Games
Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.5a) Catches with accuracy, both partners moving. (S1.E16.5b) Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)	Softball Performance Rubric	<ul style="list-style-type: none"> • 5-Player Throw/Hit and Run • All-Run Softball • Open Base 	<ul style="list-style-type: none"> • Softball • Softball • Softball
Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)	Basketball Performance Rubric	<ul style="list-style-type: none"> • Partner Basketball Activity Challenge • Basketball Skills Stations 	<ul style="list-style-type: none"> • Basketball • Basketball
Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)	Soccer Performance Rubric	<ul style="list-style-type: none"> • Soccer Grab Bag • Rainforest 	<ul style="list-style-type: none"> • Soccer • Soccer
Passes with the feet using a mature pattern as both partners travel. (S1.E19.5a) Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b)	Soccer Performance Rubric	<ul style="list-style-type: none"> • Passing Drills • Trap, Pass, and Follow • Mini-Soccer 	<ul style="list-style-type: none"> • Soccer • Soccer • Soccer

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)	<ul style="list-style-type: none"> • Basketball Performance Rubric • Soccer Performance Rubric 	<ul style="list-style-type: none"> • Mini-Basketball • Mini-Soccer 	<ul style="list-style-type: none"> • Basketball • Soccer
Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)	<ul style="list-style-type: none"> • Soccer Performance Rubric • Football Performance Rubric 	<ul style="list-style-type: none"> • Soccer Golf • Punting Drills • 3 Flies Up 	<ul style="list-style-type: none"> • Soccer • Football • Recess Activities
Volleyballs a ball using a 2-hand overhead pattern, sending it upward to a target. (S1.E23.5)	Volleyball Performance Rubric	<ul style="list-style-type: none"> • Introduction to Overhead Pass • Setting Pairs • Cooperative Countdown 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Volleyball
Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> • Paddle 2-Square • Stroke and Catch • Paddle Call Ball 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Batting Practice • Mini-Hockey • Open Base 	<ul style="list-style-type: none"> • Softball • Hockey • Softball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)			
Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)	Specific Unit Performance Rubrics	<ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Mini-Basketball 	<ul style="list-style-type: none"> • Soccer • Hockey • Basketball
Creates a jump rope routine with a partner, using either a short or long rope. (S1.E27.5)	Create a Routine Performance Rubric	<ul style="list-style-type: none"> • Create a Routine 	<ul style="list-style-type: none"> • Jump Rope

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement patterns.			
Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Create a Routine • Create a Routine • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling • Group Fitness • Movement Bands
Combines movement concepts with	Specific Unit Self-	<ul style="list-style-type: none"> • Look, Learn, and 	<ul style="list-style-type: none"> • Stunts and

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)	Check	Leave <ul style="list-style-type: none"> Flying Disc Volleyball Tag Team Traveling Challenge 	Tumbling <ul style="list-style-type: none"> Flying Disc Golf Volleyball
Applies movement concepts to strategy in game situations. (S2.E3.5a) Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b) Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)	Hockey Self-Check	<ul style="list-style-type: none"> Keep Away (3 on 1) 3-Trap Hockey Mini-Hockey 	<ul style="list-style-type: none"> Hockey Hockey Hockey
Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a) Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b) Recognizes the type of throw,	Specific Unit Performance Rubric	<ul style="list-style-type: none"> Offense/Defense Mini-Soccer Defense! 	<ul style="list-style-type: none"> ASAP Soccer Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
volley or striking action needed for different games & sports situations. (S2.E5.5c)			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)	<ul style="list-style-type: none"> Walk/Jog/Run Performance Rubric Map Challenges Mileage Chart 	<ul style="list-style-type: none"> Aerobic Capacity Circuit Moving for Time Figure 8 Walk/Jog 	<ul style="list-style-type: none"> Fitness Circuits Map Challenges Walk, Jog, Run Activities
Actively engages in all the activities of physical education. (S3.E2.5)	Fitness Challenges Self-Check	<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
Differentiates between skill-related	Sample debrief	<ul style="list-style-type: none"> Body 	<ul style="list-style-type: none"> Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and health-related fitness. (S3.E3.5)	question: <i>What are the five components of health-related fitness? Skill-related fitness? What is the difference between these 2 types of fitness components?</i>	Composition Circuit <ul style="list-style-type: none"> Muscular Strength and Endurance Circuit Fun and Flexibility with a Friend Aerobic Capacity Circuit 	<ul style="list-style-type: none"> Fitness Circuits Fitness Challenges Fitness Circuits
Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)	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"> Daily Dozen Fun and Flexibility with a Friend Muscular Strength and Endurance Aerobic Dance 	<ul style="list-style-type: none"> Stunts and Tumbling Fitness Challenges Fitness Circuits Group Fitness
Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a) Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)	<ul style="list-style-type: none"> Personal Best Day: My Personal Best Progress and Goals Card Fitness Circuits Think About... 	<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
Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)	Sample debrief question: <i>How can the foods</i>	<ul style="list-style-type: none"> Body Composition BINGO 	<ul style="list-style-type: none"> Fitness Challenges Fitness Circuits

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>you choose to eat impact your performance in sports and physical activities?</i>	<ul style="list-style-type: none"> Body Composition Circuit 	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 4 The physically literate individual exhibits responsible personal and social behavior the respects self and others.			
Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (S4.E1.5)	Cooperatives Self-Check	<ul style="list-style-type: none"> Stick with Me! Stepping Stones Log Jam 	<ul style="list-style-type: none"> Cooperatives Cooperatives Cooperatives
Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)	Cooperatives Self-Check	<ul style="list-style-type: none"> 9 Grid Basketball 4 Zone Football 5-Player Kickball 	<ul style="list-style-type: none"> Basketball Football Aerobic Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Gives corrective feedback respectfully to peers. (S4.E3.5)	Cooperatives Self-Check	<ul style="list-style-type: none"> • Partner Throw and Catch • Passing Drills • Passing and Receiving 	<ul style="list-style-type: none"> • Softball • Basketball • Football
Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)	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
Critiques the etiquette involved in rules of various game activities. (S4.E5.5)	Sample debrief question: <i>Why do we have rules when playing with others?</i>	<ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Mini-Basketball 	<ul style="list-style-type: none"> • Soccer • Hockey • Basketball
Applies safety principles with age-appropriate activities. (S4.E6.5)	Specific Unit Performance Rubric	<ul style="list-style-type: none"> • Partner Switcheroo Stunt Hunt • Under Pressure • Mini-Hockey 	<ul style="list-style-type: none"> • Stunts and Tumbling • Football • Hockey

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Compares the health benefits of participating in selected physical activities. (S5.E1.5)	Wellness Integration: Body Composition BINGO	<ul style="list-style-type: none"> • Body Composition BINGO • Mixed Fitness Circuit • Fitness Grab Bag 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Challenges
Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)	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"> • Create a Dance • Create a Routine • Create a Routine 	<ul style="list-style-type: none"> • Dance • Group Fitness • Movement Bands
Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)	Sample debrief question: <i>What are your favorite physical activities? Least favorite? Most challenging? Least challenging?</i>	<ul style="list-style-type: none"> • Survivor Challenge • Solo Aerobic Fitness • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Challenges • Fitness Challenges

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)	Sample debrief question: <i>What positive interactions did you have with your group mates in the activity?</i>	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Parachute Play (Small Group) 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives