

## SPARK Alignment with Ontario Physical Education Standards 3-6 (Version 2007)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Fundamental Movement Skills</b> <b>Grade 3</b> Students will:			
Combine various locomotion/traveling movements with changes in direction and level, both with and without equipment (e.g., selecting two ways to travel on a bench while performing a change in direction and level)	Chasing and Fleeing Rubric	<ul style="list-style-type: none"> <li>• Tag</li> <li>• Grid Passing</li> <li>• Dribbling Partner Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Chasing and Fleeing</li> <li>• Basketball</li> <li>• Soccer</li> </ul>
Travel in various ways, and dodge stationary objects or opponents	Chasing and Fleeing Self-Check	<ul style="list-style-type: none"> <li>• Defense!</li> <li>• Partner Tag</li> <li>• Offense/Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Chasing and Fleeing</li> <li>• ASAP</li> </ul>
Throw a ball overhead using two hands, while stationary, to a large target or a stationary partner	Basketball Rubric	<ul style="list-style-type: none"> <li>• Throw-ins and Punts</li> <li>• Passing Drills</li> <li>• Basketball skills Stations</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Basketball</li> <li>• Basketball</li> </ul>
Catch, while stationary, objects of	Football Rubric	<ul style="list-style-type: none"> <li>• Passing and</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> </ul>

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various sizes and shapes using two hands both above and below the waist (e.g., catch a nerf ball)		<ul style="list-style-type: none"> <li>Receiving Drills</li> <li>• Partner Throw and Catch</li> <li>• 3-Catch Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Basketball</li> </ul>
Hit a slowly moving object (e.g., a ball or a balloon) using various parts of the body, directing it to a partner or a large target	Volleyball Rubric	<ul style="list-style-type: none"> <li>• Forearm 21</li> <li>• Cooperative Countdown</li> <li>• Bumping Buddies</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> <li>• Volleyball</li> </ul>
Jump for distance or height over low objects	Stunts and Tumbling Self-Check (Jumping and Landing)	<ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Jump the Circuit</li> <li>• Jump Wheel</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Jump Rope</li> <li>• Jump Rope</li> </ul>
Balance in different positions, using different body parts and levels (e.g., on and off gymnastics equipment, responding to stimuli in creative dance)	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Partner Switcheroo Stunt Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
Move their bodies in various ways (e.g., over, under, through, and around equipment)	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> <li>• Houdini Hoops</li> <li>• Round Up</li> <li>• Partner Switcheroo Stunt Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Hockey</li> <li>• Stunts and Tumbling</li> </ul>

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<b>Active Participation Grade 3 Students will:</b>			
Participate vigorously in all aspects of the program (e.g., tag games, outdoor pursuits)	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> <li>• Perimeter Move</li> <li>• Solo Aerobic Fitness</li> <li>• Tunnel Tag</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Fitness Challenges</li> <li>• Chasing and Fleeing</li> </ul>
Demonstrate an awareness of the importance of being physically active in their leisure time	Recess Activities Self-Check	<ul style="list-style-type: none"> <li>• 4-Corner Scramble</li> <li>• Home Play Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> <li>• Various Units</li> </ul>
Describe the health benefits of participating in regular physical activity (e.g., developing a strong heart and lungs)	Fitness Circuits Think About...	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Muscular Strength and Endurance Circuit</li> <li>• Flexibility Circuit</li> <li>• Body Composition Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Circuits</li> <li>• Fitness Circuits</li> <li>• Fitness Circuits</li> </ul>
Participate in sustained moderate to vigorous physical activity (e.g., power walking) for a minimum of twenty minutes each day, including	Map Challenges Mileage Chart	<ul style="list-style-type: none"> <li>• Inside-Outside Walk/Jog</li> <li>• Moving for Time</li> <li>• Moving Around</li> </ul>	<ul style="list-style-type: none"> <li>• Walk/Jog/Run</li> <li>• Map Challenges</li> <li>• Map Challenges</li> </ul>

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appropriate warm-up and cool-down procedures		the Track	
Identify the new capabilities (skills) that result from improved physical fitness (e.g., being able to run farther, requiring shorter rest periods)	Group Fitness Think About	<ul style="list-style-type: none"> <li>• Figure-8 Walk/Jog</li> <li>• Moving for Time</li> <li>• Sports Moves Aerobics</li> </ul>	<ul style="list-style-type: none"> <li>• Walk/Jog/Run</li> <li>• Map Challenges</li> <li>• Group Fitness</li> </ul>
Assess their degree of exertion in physical activities (e.g., by taking a “talk test”)	Fitness Circuits Think About...	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Partner Walk/Jog and Talk</li> <li>• Moving for Time</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Walk/Jog/Run</li> <li>• Map Challenges</li> </ul>
Adopt an action plan based on an individual or group goal related to physical activity (e.g., power walking for one kilometer three times a week)	My Personal Best Progress Card and Goals (Personal Best Day)	<ul style="list-style-type: none"> <li>• Moving Around the Track</li> <li>• Create a Routine</li> <li>• Partner Aerobic Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Map Challenges</li> <li>• Group Fitness</li> <li>• Fitness Challenges</li> </ul>
Demonstrate respect for the abilities and feelings of others (e.g., accepting everyone into the group)	Cooperative All-Star Self-Check	<ul style="list-style-type: none"> <li>• Dollars and Cents</li> <li>• Group Juggling</li> <li>• Log Jam</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>
Follow the rules of fair play in games and activities (e.g., giving everyone a chance to play)	Cooperative All-Star Self-Check	<ul style="list-style-type: none"> <li>• Parachute Play (Small Group)</li> <li>• Mini-Hockey</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Hockey</li> <li>• Soccer</li> </ul>

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Communicate positively to help and encourage others	Cooperative All-Star Self-Check	<ul style="list-style-type: none"> <li>• Group Juggling</li> <li>• Houdini Hoops</li> <li>• Stepping Stones</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>

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<b>Fundamental Movement Skills Grade 4 Students will:</b>			
Combine locomotion/traveling skills in repeatable sequence, incorporating a variety of speeds and levels (e.g., in novelty dances, cooperative games)	Create a Dance Rubric	<ul style="list-style-type: none"> <li>• Create a Dance</li> <li>• Create a Routine</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Movement Bands</li> <li>• Stunts and Tumbling</li> </ul>
Throw, while stationary and while moving, a ball using a one-hand overhand motion to a partner or large stationary target, or pass (hand off) and receive an object (e.g., relaying a baton)	Softball Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Air Assault</li> <li>• Corner to Corner Give and Go</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Football</li> <li>• Softball</li> </ul>
Stop an object with the lower part of the body or with a piece of equipment (e.g., trapping a ball or disc with the foot or a piece of equipment)	Hockey Skills Performance Rubric	<ul style="list-style-type: none"> <li>• 3-Trap Hockey</li> <li>• Trap, Pass, and Follow</li> <li>• Passing Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Soccer</li> <li>• Soccer</li> </ul>
Balance safely in a variety of static positions	Stunts and Tumbling Self-Check (Balance)	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> <li>• Stunt Stories and</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and</li> </ul>

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		Tumbling Tales • Those Tricky Transitions	Tumbling • Stunts and Tumbling
Jump from a low height, using a variety of turns, shapes, and directions	Stunts and Tumbling Self-Check (Jumping and Landing)	• Look, Learn and Leave • Stunt Stories and Tumbling Tales • Those Tricky Transitions	• Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling

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<b>Active Participation Grade 4 Students will:</b>			
Participate vigorously in all aspects of the program (e.g., lead-up games, creative dance)	Dance Rubric	<ul style="list-style-type: none"> <li>• Create a Dance</li> <li>• 5-Player Flying Disc Throw and Run</li> <li>• 2-Minute Drill</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Flying Disc</li> <li>• Football</li> </ul>
Identify the factors that motivate participation in daily physical activity (e.g., fun, improved health, increased energy level)	Fitness Circuits Debrief	<ul style="list-style-type: none"> <li>• Fitness Grids</li> <li>• Mixed Fitness Circuits</li> <li>• Fitness in the Middle</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Circuits</li> <li>• Group Fitness</li> </ul>
Improve their fitness levels by participating in sustained moderate to vigorous physical activity (e.g., line dancing) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures	Fitness Circuits Home Play	<ul style="list-style-type: none"> <li>• Moving for Time</li> <li>• Solo Aerobic Fitness</li> <li>• Louisiana Saturday Night</li> </ul>	<ul style="list-style-type: none"> <li>• Map Challenges</li> <li>• Fitness Challenges</li> <li>• Dance</li> </ul>
Recognize that the health of the heart and lungs is improved by physical activity (e.g., aerobics)	Group Fitness Debrief	<ul style="list-style-type: none"> <li>• Aerobic Dance</li> <li>• Bench Step Basics</li> <li>• Sport Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>

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activities to music)		Aerobics	
Recognize that muscle strength and endurance increase with exercise and physical activity	Fitness Circuits Think About...	<ul style="list-style-type: none"> <li>• Muscular Strength and Endurance Circuit</li> <li>• Partner Muscular Strength and Endurance</li> <li>• Resistance Band Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Group Fitness</li> </ul>
Monitor their pulse rates before and after physical activity (e.g., locate and compare their pulses before and after taking part in physical activity, and explain the reasons for differences in pulse rates)	Fitness Circuit Think About... Debrief	<ul style="list-style-type: none"> <li>• Aerobic Dance</li> <li>• Solo Aerobic Fitness</li> <li>• Aerobic Capacity Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>
Use a goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare an action plan, decide who can help, and identify how to know when the goal has been reached) related to physical activity	My Personal Best Progress Card and Goals Fitness Circuit Think About...	<ul style="list-style-type: none"> <li>• Moving for Time</li> <li>• Moving Around the Track</li> <li>• Walk/Jog/Run Pedometer Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Map Challenges</li> <li>• Map Challenges</li> <li>• Walk/Jog/Run</li> </ul>
Follow the rules of fair play in games and activities (e.g.,	Are You Part of the Cast? Cooperative All-	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• Quick-Play Mini-</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Football</li> </ul>

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displaying good sports etiquette by maintaining self-control whether winning or losing)	Star Teammate Self Check	Football • Mini-Basketball	• Basketball
Demonstrate respectful behavior towards others in the group (e.g., speaking kindly, refraining from harmful comments, acknowledging others' ideas and opinions)	Are You Part of the Cast? Cooperative All-Star Teammate Self Check	• Mini-Hockey • Survivor Challenge • Stick with Me!	• Hockey • Fitness Challenges • Cooperatives and Initiatives

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<b>Fundamental Movement Skills Grade 5 Students will:</b>			
Perform a combination of locomotion/traveling movements, incorporating a variety of speeds, in relationship to objects or others (e.g., square dancing, dodging or faking to escape or deceive an opponent)	Dance Rubric	<ul style="list-style-type: none"> <li>• Hot Time</li> <li>• Keep Away (2 on 1)</li> <li>• VIP Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Aerobic Games</li> <li>• Chasing and Fleeing</li> </ul>
Catch, while moving, objects of various sizes and shapes (e.g., balls, Frisbees) using one or two hands	Flying Disc Rubric	<ul style="list-style-type: none"> <li>• Flying Disc 3-Catch Game</li> <li>• 4-Zone Football</li> <li>• 5-Player Throw/Hit and Run</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Football</li> <li>• Softball</li> </ul>
Use a piece of equipment to send and receive an object to a partner or a target (e.g., propel a ball with a scoop, hit a badminton bird with a racquet, pass a ball using a floor-hockey stick)	Hockey Self-Check	<ul style="list-style-type: none"> <li>• Batting Practice</li> <li>• Pass and Follow</li> <li>• Corner to Corner Give and Go</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Hockey</li> <li>• Hockey</li> </ul>

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Stick-handle an object (e.g., a ball, a disc) while moving in different directions and at different speeds, alone or with a partner	Hockey Performance Rubric	<ul style="list-style-type: none"> <li>• Introduction to Stick-Handling</li> <li>• Dribbling Drills</li> <li>• Hockey Hoopla</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Hockey</li> </ul>
Hit a ball with various parts of the body (e.g., heading a soccer ball)	Volleyball Rubric	<ul style="list-style-type: none"> <li>• Mini-Soccer</li> <li>• Forearm 21</li> <li>• Cooperative Countdown</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Volleyball</li> <li>• Volleyball</li> </ul>
Perform a sequence of movements (e.g., rolling, balancing, jumping, landing)	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Those Tricky Transitions</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
Perform rotations, both single rolls and rolls in sequence, in a variety of directions on mats	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Those Tricky Transitions</li> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
Transfer body weight in a variety of ways, using changes in direction and speed	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Those Tricky Transitions</li> <li>• Stunt Stories and Tumbling Tales</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>

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		<ul style="list-style-type: none"><li>• Create a Routine</li></ul>	<ul style="list-style-type: none"><li>• Stunts and Tumbling</li></ul>

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<b>Active Participation Grade 5 Students will:</b>			
Participate vigorously in all aspects of the program (e.g., gymnastic stations, fitness circuit)	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> <li>• Mixed Fitness Circuit</li> <li>• Fitness Grab Bag</li> <li>• Those Tricky Transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Stunts and Tumbling</li> </ul>
Describe the factors that motivate participation in daily physical activity (e.g., seeing an activity on TV idolizing a sports hero, doing an activity with your family) and connect them to various activities	Debrief	<ul style="list-style-type: none"> <li>• Fun and Flexibility with a Friend (Home Integration)</li> <li>• Partner Mixed Fitness (Home Integration)</li> <li>• Fitness Grab Bag (Home Integration)</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Challenges</li> <li>• Fitness Challenges</li> </ul>
Improve their fitness levels by participating in sustained moderate to vigorous physical activity (e.g., rope skipping to music) for a minimum of twenty minutes each	Fitness Circuits Home Play Activity	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Solo Aerobic Fitness</li> <li>• Moving for Time</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Map Challenges</li> </ul>

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day, including appropriate warm-up and cool-down procedures			
Describe the components of physical fitness and relate each component to an appropriate physical activity (e.g., cardiorespiratory—skipping; muscle endurance—abdominal crunches; muscle strength—push-ups; flexibility—sit and reach)	Fitness Circuits Think About...	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Muscular Strength and Endurance Circuit</li> <li>• Fun and Flexibility with a Friend</li> <li>• Aerobic Capacity Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>
Assess their progress in fitness-enhancing activities at regular intervals (e.g., weekly monitoring of their pulses before and after running or completing exercise circuits)	Personal Best Progress Card and Goals	<ul style="list-style-type: none"> <li>• Moving Around the Track</li> <li>• Figure-8 Walk/Jog</li> <li>• Mixed Fitness Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Map Challenges</li> <li>• Walk/Jog/Run</li> <li>• Fitness Circuits</li> </ul>
Incorporate time-management and organizational skills in the goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare an action plan, decide who can help, and identify how to	Fitness Circuits Think About...	<ul style="list-style-type: none"> <li>• Moving Around the Track</li> <li>• Figure-8 Walk/Jog</li> <li>• Mixed Fitness Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Map Challenges</li> <li>• Walk/Jog/Run</li> <li>• Fitness Circuits</li> </ul>

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know when the goal has been reached) related to physical activity or personal fitness			
Follow the rules of fair play in games and activities (e.g., by displaying sports etiquette, by encouraging others with positive comments)	Are You Part of the Cast? Cooperative All-Star Teammate Self Check	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• Survivor Challenge</li> <li>• Stick with Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Fitness Challenges</li> <li>• Cooperatives and Initiatives</li> </ul>

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<b>Fundamental Movement Skills Grade 6 Students will:</b>			
Perform a combination of locomotion/traveling skills using equipment (e.g., navigating through obstacle courses, skiing, skating)	Group Fitness Performance Rubric	<ul style="list-style-type: none"> <li>• Bench Step Basics</li> <li>• Movement Band Circuit</li> <li>• Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Movement Bands</li> <li>• Movement Bands</li> </ul>
Demonstrate a variety of running techniques (e.g., sprints, cross-country runs)	Walk/Jog/Run Think About...	<ul style="list-style-type: none"> <li>• The Snake</li> <li>• Pass the Hat</li> <li>• Figure-8 Walk/Jog</li> </ul>	<ul style="list-style-type: none"> <li>• Walk/Jog/Run</li> <li>• Walk/Jog/Run</li> <li>• Walk/Jog/Run</li> </ul>
Kick balls of various sizes and shapes for distance and accuracy (e.g., punt a football, kick a soccer ball)	Soccer Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Soccer Golf</li> <li>• Trap, Pass, and Follow</li> <li>• Football Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> <li>• Football</li> </ul>
Throw an object overhand or side arm, using the dominant hand, to a target or a partner for distance and accuracy	Softball Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Beat the Ball</li> <li>• Corner to Corner Give and Go</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Softball</li> </ul>
Demonstrate goal-tending skills (e.g., blocking, trapping, catching,	Hockey Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Soccer</li> </ul>

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clearing) with or without a piece of equipment		<ul style="list-style-type: none"> <li>• Shooting Drills (SPARK It Up: Goalies)</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> </ul>
Jump for height (e.g., vertical wall jump)	Stunts and Tumbling Self-Check (jumping and Landing)	<ul style="list-style-type: none"> <li>• Track and Field</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> </ul>
Perform locomotion/traveling and stability skills in combination (e.g., use a sprint approach and jump for distance, as in long jump)	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> <li>• Look, Learn and Leave</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
Perform a variety of springing actions (e.g., spring into vertical rotations such as quarter-turns on the floor or springs to mounts on equipment)	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> <li>• Those Tricky Transitions</li> <li>• Partner Switcheroo Stunt Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Active Participation Grade 6 Students will:</b>			
Participate vigorously in all aspects of the program (e.g., cross-country running, cooperative games)	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> <li>• The Snake</li> <li>• Movement Band Circuit</li> <li>• Parachute Play</li> </ul>	<ul style="list-style-type: none"> <li>• Walk/Jog/Run</li> <li>• Movement Bands</li> <li>• Cooperatives</li> </ul>
Describe the factors that motivate participation in daily physical activity (e.g., the influence of friends, enthusiasm for the outdoors) and begin to consider them when making their own choices of physical activities	Debrief	<ul style="list-style-type: none"> <li>• Fun and Flexibility with a Friend (Home Integration)</li> <li>• Partner Mixed Fitness (Home Integration)</li> <li>• Fitness Grab Bag (Home Integration)</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Challenges</li> <li>• Fitness Challenges</li> </ul>
Improve their personal fitness levels by participating in sustained moderate to vigorous physical activity (e.g., Ultimate Frisbee) for a minimum of twenty minutes each day, including appropriate warm-	Fitness Circuits Home Play Activity	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Solo Aerobic Fitness</li> <li>• Moving for Time</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Map Challenges</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
up and cool-down procedures			
Assess their progress in fitness-enhancing activities at regular intervals (e.g., daily, weekly, or monthly monitoring of their pulses before and after games, stretching, or push-ups)	Personal Best Progress Card and Goals	<ul style="list-style-type: none"> <li>• Moving Around the Track</li> <li>• Figure-8 Walk/Jog</li> <li>• Mixed Fitness Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Map Challenges</li> <li>• Walk/Jog/Run</li> <li>• Fitness Circuits</li> </ul>
Implement and revise as required plans of action to achieve personal fitness goals	Fitness Circuits Think About...	<ul style="list-style-type: none"> <li>• Fitness in the Middle</li> <li>• Fitness Grab Bag</li> <li>• Mixed Fitness Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>
Follow the rules of play in games and activities, and support the efforts of peers to improve their skills	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> <li>• Capture the Flag</li> <li>• Raiders of the Ark</li> <li>• Quidditch</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Aerobic Games</li> <li>• Aerobic Games</li> </ul>