

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard A Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.			
Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.	Building a Foundation Rubric	<ul style="list-style-type: none"> • 4 Corners • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Building a Foundation
Perform a variety of non-loco-motor skills such as balancing, bending, stretching, rocking, curling, twisting, turning, pushing, pulling, swinging, swaying.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Body Management and Balance • Basic Body Positions • Static Balances 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
Dribble with hands and feet.	<ul style="list-style-type: none"> • Dribbling, Volleying, Striking Rubric • Kicking and Trapping Rubric 	<ul style="list-style-type: none"> • Dribbling Introduction • Squirrels and Acorns • Tunnel Dribble 	<ul style="list-style-type: none"> • Dribbling, Volleying, Striking • Dribbling, Volleying, Striking • Kicking and Trapping
Dribble with short-handled and long-handled implements while stationary	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Striking with Paddles 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking

and moving.		<ul style="list-style-type: none"> • Paddle Circuit • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
Jump and land in various combinations.	Jumping Rubric	<ul style="list-style-type: none"> • Jumping and Landing • Jumping and Landing Patterns • Jumping Rhythmically 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Jumping • Jumping
Demonstrate balance on the ground and on objects, using bases of support other than both feet.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Body Management and Balance • Basic Body Positions • Static Balances 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
Repeatedly jump a turned rope.	Jumping Rubric	<ul style="list-style-type: none"> • Long Rope Jumping I • Long Rope Jumping II • Jumping and Landing Circuit 	<ul style="list-style-type: none"> • Jumping • Jumping • Jumping
Perform to music a grade-level appropriate individual or partner dance that utilizes three different patterns.	Dance Rubric	<ul style="list-style-type: none"> • Hawaiian Roller Coaster Ride • Tarantella • Mayonesa 	<ul style="list-style-type: none"> • Dance • Dance • Dance
Perform a body roll (e.g., log roll, egg roll, shoulder roll, forward roll) followed by a weight transfer.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Weight Transfer and Rolls • Stunts Add-On 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and

		<ul style="list-style-type: none"> • Stunts Circuit 	<ul style="list-style-type: none"> • Tumbling • Balance, Stunts, and Tumbling
Strike a stationary object using hands or feet with force and accuracy.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Volleying and Striking Introduction • Kicking for Accuracy • Kicking for Distance 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Kicking and Trapping
Strike a stationary object using a variety of short-handled and long-handled implements.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Batter Up! • Striking with Paddles • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
Strike a moving object using hands and feet.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Straddleball • Sheep Dogs • Passing in Pairs 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Kicking and Trapping
Strike a moving object using short and long handled implements.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Striking with Paddles • Paddle Circuit • Dribbling, Volleying and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
Step forward with opposite foot during throw.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Throwing Underhand to Targets 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and

		<ul style="list-style-type: none"> • Overhand Throw for Distance • Clean Your Room 	<ul style="list-style-type: none"> • Throwing • Catching and Throwing
Throw or roll with force and accuracy a variety of objects.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Rolling and Catching with a Partner • Bowlers Rollers • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing
Catch a variety of objects.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Beanbag Exploration • Scarf Juggling Lead-Up 	<ul style="list-style-type: none"> • Catching and Throwing • Manipulatives • Manipulatives
Volley a variety of objects using various body parts.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Showtime • Keep It Up • Sheep Dogs 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking
Move with effort, time, force, and flow.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Tempos and Creative Moves • Locomotor Skills, Levels, and Directions • Create a Dance 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Dance
Move in a variety of pathways (e.g. straight, curve, zig-zag).	Building a Foundation Rubric	<ul style="list-style-type: none"> • Pathways and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard B Apply movement concepts to the learning and performance of physical activities.			
Define open space.	Debrief question: <i>Why do we use a “helicopter” when we spread out?</i>	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Color Tag 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games
Explain the importance of a wide base of support in balance activities.	Debrief question: <i>What is your base of support when you perform a Stork Stand? A tripod? Why is it important to have a wide base of support?</i>	<ul style="list-style-type: none"> • Static Balances • Body Management and Balance • Animal Balancing Act 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling
Identify opportunities to use underhand and overhand movement (throw) patterns.	Debrief question: <i>When do you use underhand movements? Overhand movements?</i>	<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
Identify when to begin the kicking motion when kicking a slowly rolling ball.	Debrief question: <i>When should you start the kicking motion to</i>	<ul style="list-style-type: none"> • Passing in pairs • Triangle Passing and 3-Player Kick 	<ul style="list-style-type: none"> • Kicking and Trapping • Kicking and

	<i>kick a ball that is slowly rolling toward you?</i>	and Score <ul style="list-style-type: none"> • Kicking and Trapping Circuit 	Trapping <ul style="list-style-type: none"> • Kicking and Trapping
Explain the purpose of using a side orientation when striking a ball from a batting tee.	Debrief question: <i>Why do you stand sideways when you want to strike a ball off a tee?</i>	<ul style="list-style-type: none"> • Batter Up! 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard C Participate regularly in physical activity.			
Participate in physical activity outside of physical education class.	Recess Rubric	<ul style="list-style-type: none"> • Monkey in the Middle • 2-Square • Rock, Paper, Scissors Tag 	<ul style="list-style-type: none"> • Recess • Recess • Recess
Identify appropriate physical activities for recess and outside of school.	Recess Rubric	<ul style="list-style-type: none"> • Hopscotch • Wallball • Kickback 	<ul style="list-style-type: none"> • Recess • Recess • Recess
Attempt to perform new movement skills and activities.	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops • Weight Transfer and Rolls • Partner Stunts 	<ul style="list-style-type: none"> • Games • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard D Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.			
Understand and demonstrate the importance of a proper warm-up prior to physical activity.	Building a Foundation Rubric	Fitness Introduction (SPARK It Up!)	Building a Foundation
Utilize age-appropriate stretching techniques to increase flexibility.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing).	Debrief question: <i>What happens to your heart when you exercise?</i>	<ul style="list-style-type: none"> • Locomotor Grab Bag • Fitness Introduction • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Games
Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).	Debrief question: <i>How do strong muscles help you on the play structure?</i>	Fitness Introduction (SPARK It Up!)	Building a Foundation
Discuss the benefits of fitness (e.g. being fit allows me to ride my bike, why it is fun to move).	Debrief question: <i>Name two benefits you get from strengthening your muscles.</i>	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	Building a Foundation
Discuss the benefits of healthy food and beverage choices.	Debrief question: <i>How does eating healthy food help you</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag 	<ul style="list-style-type: none"> • Games • Games • ASAP

	<i>do your work in the classroom?</i>	(High-Five Tag SPARK It Up!)	
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard E Exhibit personal and social behavior that respects self and others in physical activity settings.			
Encourage others by using verbal and nonverbal communication.	Games Rubric	<ul style="list-style-type: none"> • Frogs Across the Pond • Catch a Tail • Oxygen Boogie 	<ul style="list-style-type: none"> • ASAP • Games • Games
Apply established class rules, procedures, and safe practices.	Games Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • Cookie Monster Tag • General Space and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • Games • Building a Foundation
Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.	Parachute Rubric	<ul style="list-style-type: none"> • Changing Places • Shark Attack • Fly in the Web 	<ul style="list-style-type: none"> • Parachute • Parachute • Parachute
Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).	Games Rubric	<ul style="list-style-type: none"> • Stunts Introduction • Chasing and Fleeing • Orientation and Personal Space 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Building a Foundation
Demonstrate respect for self and others during physical activities	Building a Foundation Rubric	<ul style="list-style-type: none"> • Pairing and Moving 	<ul style="list-style-type: none"> • Building a Foundation

(e.g., taking turns, appropriate etiquette, cooperation).		<ul style="list-style-type: none"> • Together • Grouping and Moving Together • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • ASAP
Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	Games Rubric Recess Activities: “How to Use It”, “Safety”	<ul style="list-style-type: none"> • The Conga • Tarantella • Mayonesa 	<ul style="list-style-type: none"> • Dance • Dance • Dance
Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g. bear or moose on playground).	Recess Activities: “How to Use It”, “Safety”	~ Not specifically addressed ~	
Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).		See Wellness Integrations throughout curriculum (i.e., Crazy Cones, Games Unit)	
Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard F Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
Celebrate personal successes and achievements as well as those of others.	Games Rubric	<ul style="list-style-type: none"> • Long Rope Jumping II • The Dog Catcher • Catch a Tail 	<ul style="list-style-type: none"> • Jumping • Games • Games
Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five).	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops • Squirrels in the Trees • Frog Crossing 	<ul style="list-style-type: none"> • Games • Games • Games
Name physical activities that are enjoyable.	Debrief question: <i>What are some of your favorite physical activities?</i>	<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
Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).	Debrief question: <i>How do you feel when you successfully complete a physical activity? How about when you are not successful right away?</i>	<ul style="list-style-type: none"> • Emotion Motion • Showtime • Houdini Hoops 	<ul style="list-style-type: none"> • ASAP • Balance, Stunts, and Tumbling • Games
Attempt new activities.	Games Rubric	<ul style="list-style-type: none"> • Volleying and Striking Introduction • Scoops and Balls Introduction 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Catching and

		<ul style="list-style-type: none"> • Partner Stunts 	Throwing <ul style="list-style-type: none"> • Balance, Stunts, and Tumbling
Continue to participate when not successful on first try.	Games 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
Try new movements and skills willingly.	Create a Dance Rubric	<ul style="list-style-type: none"> • Stunts Circuit • Create a Dance • Animal Balancing Act 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Dance • Balance, Stunts, and Tumbling

SPARK Alignment with Alaska Physical Education Standards (3-5 Version 2007)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard A Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.			
Enter, jump, and exit a long (double) rope turned by others.	Long rope skills addressed in SPARK K-2 manual Jumping Unit		
Jump repeatedly a self-turned rope while performing different jumping skills.	Jump Rope Skills Performance Rubric	<ul style="list-style-type: none"> • Jump the Circuit (Individual Tricks) • Jump Wheel • Jump Rope Add-On 	<ul style="list-style-type: none"> • Jump Rope • Jump Rope • Jump Rope
Dribble an object with a hand, foot, and long-handled implement in personal and shared space.	<ul style="list-style-type: none"> • Basketball Skills Performance Rubric • Soccer Skills Performance Rubric • Hockey Performance Rubric 	<ul style="list-style-type: none"> • Dribbling Drills • Soccer Hoopla • Round Up 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
Perform simple, small-group balance stunts by distributing weight and base of support.	Stunts and Tumbling Learning Log	<ul style="list-style-type: none"> • Partner Switcheroo Stunt Hunt 	<ul style="list-style-type: none"> • Stunts and Tumbling

Kick and punt a ball at targets from varying distances.	Football Skills Performance Rubric	<ul style="list-style-type: none"> • Punt, Pass, & Pitch Golf • 5-Second Football • Soccer Golf 	<ul style="list-style-type: none"> • Football • Football • Soccer
Design and perform a creative dance.	Create a Dance Performance Rubric	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Create a Routine 	<ul style="list-style-type: none"> • Dance • Movement Bands • Group Fitness
Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.	Create a Routine Performance Rubric (Stunts and Tumbling)	<ul style="list-style-type: none"> • Create a Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling
Strike an object with varying force, short and long distance, using forehand, and introducing backhand strokes.	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> • Stroke and Catch • Paddle 2-Square • Paddle Wall Ball 	<ul style="list-style-type: none"> • Racquets and Paddles • Racquets and Paddles • Racquets and Paddles
Strike an object with an underhand and a side orientation.	Volleyball Performance Rubric	<ul style="list-style-type: none"> • Serving Challenges • Serving Shower • Paddle Wall Ball 	<ul style="list-style-type: none"> • Volleyball • Volleyball • Racquets and Paddles
Throw overhand a ball to a target with force and accuracy.	Softball Performance Rubric	<ul style="list-style-type: none"> • Out at Home • Beat the Ball • Corner to Corner • Give and Go 	<ul style="list-style-type: none"> • Softball • Softball • Softball
Throw and catch an object with a partner while both partners are moving.	Football Performance Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • 4-Zone Football 	<ul style="list-style-type: none"> • Softball • Football • Aerobic Games

		<ul style="list-style-type: none">• Raiders of the Ark	
Volley a lightweight object repeatedly with a partner.	Volleyball Performance Rubric	<ul style="list-style-type: none">• Bumping Buddies• Setting Pairs• Cooperative Countdown	<ul style="list-style-type: none">• Volleyball• Volleyball• Volleyball

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard B Apply movement concepts to the learning and performance of physical activities.			
Select and practice a skill in which improvement is needed.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> • Look, Learn and Leave • Hoop It Up • Game Plan (Home Play) 	<ul style="list-style-type: none"> • Stunts and Tumbling • Recess Activities • Football
Use offensive and defensive skills to obtain and maintain possession of an object.	Chasing and Fleeing Performance Rubric	<ul style="list-style-type: none"> • Offense/Defense • Defense! • Keep Away 	<ul style="list-style-type: none"> • ASAP • Hockey • Soccer
Use a variety of spatial relationships with others in order to play or design a small-group game.	Chasing and Fleeing Self-Check	<ul style="list-style-type: none"> • Create a Game • Create a Game • Create a Game 	<ul style="list-style-type: none"> • Softball • Aerobic Games • Football
Devise cooperative strategies to keep opponents from reaching a specified area, person or object.	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Raiders of the Ark • Quidditch • Capture the Flag 	<ul style="list-style-type: none"> • Aerobic Games • Aerobic Games • Aerobic Games
Use specific feedback to improve performance.	Stunts and Tumbling Learning Log	<ul style="list-style-type: none"> • Partner Switcheroo Stunt Hunt • Batting Practice • Volleyball Stations 	<ul style="list-style-type: none"> • Stunts and Tumbling • Softball • Volleyball
Demonstrate basic competence in game strategies and concepts.	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Raiders of the Ark • Quidditch • Capture the Flag 	<ul style="list-style-type: none"> • Aerobic Games • Aerobic Games • Aerobic Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard C Participate regularly in physical activity.			
Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.	<ul style="list-style-type: none"> ● Walk/Jog/Run Performance Rubric ● Map Challenges Mileage Chart 	<ul style="list-style-type: none"> ● Moving Around the Track <ul style="list-style-type: none"> ● Walk/Jog Switcheroo ● Hoop It Up 	<ul style="list-style-type: none"> ● Map Challenges ● Walk, Jog, Run Activities ● Recess Activities
Participate in local physical activity opportunities.	Not specifically addressed		
Choose to participate in structured and purposeful activity.	Recess Activities Rubric	<ul style="list-style-type: none"> ● Straddleball ● 2-Square ● Wallball 	<ul style="list-style-type: none"> ● Recess ● Recess ● Recess
Monitor his or her physical activity using a variety of tracking tools (e.g. fitness logs, pedometers).	<ul style="list-style-type: none"> ● Walk/Jog/Run Performance Rubric ● Map Challenges Mileage Chart ● Personal Best Log 	<ul style="list-style-type: none"> ● Pedometer Activities 	<ul style="list-style-type: none"> ● Each unit throughout curriculum (CD)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard D Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.			
Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.	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
Compare target heart rate and perceived exertion during physical activity.	Sample debrief question: <i>How would you rate your level of exercise intensity using the scale of perceived exertion?</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
Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.	Debrief question: <i>What was your heart rate before you started the activity?</i> <i>What was your heart</i>	<ul style="list-style-type: none"> ● Aerobic Dance ● Walk/Jog Switcheroo ● Moving for Time 	<ul style="list-style-type: none"> ● Group Fitness ● Walk, Jog, Run Activities ● Map Challenges

	<i>rate during the activity? What was your heart rate two minutes after the activity? Five minutes after?</i>		
Engage in appropriate physical activity that results in the development of cardiovascular endurance.	<ul style="list-style-type: none"> ● Walk/Jog/Run Performance Rubric ● Map Challenges Mileage Chart ● Personal Best Day: My Personal Best Progress and Goals Card 	<ul style="list-style-type: none"> ● Moving Around the Track ● Solo Aerobic Fitness Challenge ● Walk/Jog Switcheroo ● Pedometer Activities 	<ul style="list-style-type: none"> ● Map Challenges ● Fitness Challenges ● Walk, Jog, Run Activities ● Various Units
Recognize that physiological responses to exercise are associated with their own levels of fitness.	<p>Sample debrief Question: <i>What are the benefits over time of participating in physical activities and exercise on a regular basis?</i></p>	<ul style="list-style-type: none"> ● Body Composition Circuit ● Solo Aerobic Fitness Challenge ● Fitness Grids 	<ul style="list-style-type: none"> ● Fitness Circuits ● Fitness Challenges ● Fitness Circuits
Choose to participate in activities to increase muscular strength and endurance.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> ● Muscular Strength and Endurance ● Fitness in the Middle 	<ul style="list-style-type: none"> ● Fitness Circuits ● Group Fitness ● Fitness Challenges

		<ul style="list-style-type: none"> ● Partner Muscular Strength and Endurance 	
Explain how improved flexibility increases the ability to perform skills.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> ● Fun and Flexibility with a Friend ● Flexibility Circuit ● Fitness Grids 	<ul style="list-style-type: none"> ● Fitness Challenges ● Fitness Circuits ● Fitness Circuits
Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> ● Aerobic Dance ● Sport Moves Aerobics ● Bench Step Basics 	<ul style="list-style-type: none"> ● Group Fitness ● Group Fitness ● Group Fitness
Experience the protocols and mechanics of a nationally recognized fitness assessment tool (e.g. Fitnessgram or Brockport).	<i>FitnessGram</i> Teacher Observation Student Self-Assessment Student Portfolios Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> ● Personal Best Day ● Muscular Strength and Endurance ● Mixed Fitness Circuit 	<i>FitnessGram</i> Teacher Observation Student Self-Assessment Student Portfolios Personal Best Day: My Personal Best Progress and Goals Card

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard E Exhibit personal and social behavior that respects self and others in physical activity settings.			
Demonstrate awareness and participate safely when involved in activity.	Debrief: Give an example of an act of physical courage. An act of physical recklessness? How are they different?	<ul style="list-style-type: none"> • Learning the Stunts • Partner Ball Challenges (Partner Fun and Trust) • Survivor Challenge 	<ul style="list-style-type: none"> • Stunts and Tumbling • Cooperatives • Fitness Challenges
Form groups quickly when asked.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Beat the Clock 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
Recognize importance of individual responsibility in a group effort.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Stepping Stones • Log Jam • Create A Game 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Softball
Encourage others by using verbal and nonverbal communication.	Cooperative Skills Performance Rubric	<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
Accommodate individual differences. (e.g. ability levels,	Dance Self-Check	<ul style="list-style-type: none"> • Alunelul • Cotton Eyed Joe 	<ul style="list-style-type: none"> • Dance • Dance

gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins		<ul style="list-style-type: none"> • Pata Pata 	<ul style="list-style-type: none"> • Dance
Work productively with assigned or random groups without adult intervention.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Cooperative Volleyball • Create A Dance • Group Trick Add-On 	<ul style="list-style-type: none"> • Volleyball • Dance • Movement Bands
Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Stepping Stones • Log Jam • Create A Game 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Softball
Act in a safe and healthy manner when confronted with conflict during physical activity.	<ul style="list-style-type: none"> • Aerobic Games Performance Rubric • Recess Activities Self-Check • Recess Activities Performance Rubric 	<ul style="list-style-type: none"> • Mini-Hockey • Mini-Basketball • Mini-Soccer 	<ul style="list-style-type: none"> • Hockey • Basketball • Soccer
Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Stepping Stones • Log Jam • Create A Game 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Softball
Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the	<ul style="list-style-type: none"> • Aerobic Games Performance Rubric • Recess Activities 	<ul style="list-style-type: none"> • Mini-Hockey • Mini-Basketball • Mini-Soccer 	<ul style="list-style-type: none"> • Hockey • Basketball • Soccer

opponent's or partner's performance	Self-Check <ul style="list-style-type: none">• Recess Activities Performance Rubric		
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard F Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
Develop self-confidence and a positive self-image in physical activity settings.	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Personal Best Day • Mixed Fitness Circuit • Pedometer Activity 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuit • Map Challenges
Choose motivators (e.g. music, friends) that will enhance fun and enjoyment in a physical activity setting.	Group Fitness Create a Routine Task Card	<ul style="list-style-type: none"> • Aerobic Dance • Sport Moves Aerobics • Bench Step Basics 	<ul style="list-style-type: none"> • Group Fitness • Group Fitness • Group Fitness
Participate in physical activities which will allow students to set and achieve individual and team goals.	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Personal Best Day • Mixed Fitness Circuit • Pedometer Activity 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuit • Map Challenges
Participate with others in a variety of competitive and non-competitive physical activities.	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Hearty Hoopla • 5-Player Kickball • Group Juggling 	<ul style="list-style-type: none"> • Aerobic Games • Aerobic Games • Cooperatives

SPARK Alignment with Alaska Physical Education Standards (6-8 Version 2010)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard A Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.			
Demonstrate competent skills for participation in modified team activities (e.g.. basketball, volleyball, softball, ultimate Frisbee).	Unit Specific: <ul style="list-style-type: none"> • Teacher Rubrics • Peer Coach Task Cards • Self-Checks 	<ul style="list-style-type: none"> • 3-on-3 Basketball • Ultimate Flying Disc • Mini-Volleyball 	<ul style="list-style-type: none"> • Basketball • Flying Disc • Volleyball
Demonstrate competent skills for participation in individual and dual activities (golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympics games).		<ul style="list-style-type: none"> • Chip and Putt Course • Volley Tennis • Disc Golf 	<ul style="list-style-type: none"> • Golf • Racquets and Paddles • Flying Disc
Demonstrate competent skills for participation in non-competitive individual activities (e.g. weight training/resistance training, swimming, exercise).	Peer Coach (Fitness Stations Task Card) Self Check (Fitness)	<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
Demonstrate competency for participation in rhythmic activities	Dance Teacher Rubric	<ul style="list-style-type: none"> • Rev Up the Electric Slide 	<ul style="list-style-type: none"> • Dance • Dance

(e.g. social, folk, Native dances).		<ul style="list-style-type: none"> • Beat It! Poco Loco • The Korobushka Jigsaw 	<ul style="list-style-type: none"> • Dance
Demonstrate competency for participation in adventure/outdoor activities (e.g. orienteering, snowshoeing, skating).	Not specifically addressed		
Explore Alaskan cultural physical activities (e.g. Native Youth Olympics games and dances).	Not addressed		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard B Apply movement concepts to the learning and performance of physical activities.			
Identify critical elements of skill for selected movement forms.	Unit Specific: <ul style="list-style-type: none"> • Teacher Rubrics • Peer Coach • Task Cards • Self-Checks 	<ul style="list-style-type: none"> • Passing Stations • Dribbling Drills • Shooting Drills 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
Detect and correct errors in personal performance in a variety of activities.		<ul style="list-style-type: none"> • Self-Guided Tour • Backhand Throw and Clap Catch • Putting to Targets 	<ul style="list-style-type: none"> • Stunts and Tumbling • Flying Disc • Golf
Explain at least two game tactics involved in playing team, dual, and individual activities.		<ul style="list-style-type: none"> • Defensive Challenge • Singles/Doubles Game Play • Volley Tennis 	<ul style="list-style-type: none"> • Basketball • Handball • Racquets and Paddles
Use offensive and defensive strategies while participating in modified team, individual and dual sports.		<ul style="list-style-type: none"> • Quick-Play Mini-Football • Singles, Doubles Games Play • 7v7 Modified Softball 	<ul style="list-style-type: none"> • Football • Racquets and Paddles • Softball
Design a game that incorporates skills and tactics that can be played by all students.		<ul style="list-style-type: none"> • Volleyball Xtreme 	<ul style="list-style-type: none"> • Volleyball
Implement strategies and safety		<ul style="list-style-type: none"> • Partner Stunts 	<ul style="list-style-type: none"> • Stunts and

<p>procedures for success while participating in physical activity (e.g. use a spotter when lifting weights, shift gears one at a time while climbing a hill on a bicycle).</p>		<ul style="list-style-type: none"> • Basic Exercise Techniques • Stability Ball and Medicine Ball Workout 	<p>Tumbling</p> <ul style="list-style-type: none"> • Fitness • Fitness
<p>Identify major muscle groups utilized in a variety of movements.</p>	<p>Peer Coach (Fitness Stations Task Card) Self Check (Fitness)</p>	<ul style="list-style-type: none"> • Balancing Strength and Flexibility Circuit 	<ul style="list-style-type: none"> • Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard C Participate regularly in physical activity.			
Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.	<ul style="list-style-type: none"> • Peer Coach (Fitness Stations Task Card) • Self-Check (Fitness) • Unit Test (Fitness) 	<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Fitness in the Middle • Introduction to Pilates 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
Set SMART goals, (specific, measurable, attainable, realistic, time sensitive) for participation in activities of own choosing.	Personally Fit		
Maintain a physical activity log for a designated period of time (e.g. weight training charts, steps during the day, time engaged in physical activity).			
Use current technology (e.g. pedometers, Wii Fitness, Dance-Dance-Revolution) to monitor physical activity to meet personal goals.	Personally Fit	<ul style="list-style-type: none"> • Keep Away, Pedometer Estimation Extension • Heart Rate, Trap, Pass and Follow, Pedometer 	<ul style="list-style-type: none"> • Hockey • Soccer • Racquets and Paddles

		Extension <ul style="list-style-type: none">• Volley Tennis, Heart Rate Extension	
Identify local, state, national, and international fitness and recreational organizations (e.g. YMCA, United States Cycling Federation, Special Olympics Alaska, Challenge Alaska, and Alpine Alternatives, CITC, BOYS AND GIRLS CLUBS).	Not specifically addressed		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit	
Standard D Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.				
Monitor heart rate before, during, and after various intensity levels of physical activity.	<ul style="list-style-type: none"> • Peer Coach (Fitness Stations Task Card) • Self-Check (Fitness) • Unit Test (Fitness) • Personally Fit 	<ul style="list-style-type: none"> • Volley Tennis, Heart Rate Extension • Gotta Have Heart • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Racquets and Paddles • Fitness • Fitness 	
Compare the fitness benefits of a variety of activities.		<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Gotta Have Heart • Pedometer Extensions 	<ul style="list-style-type: none"> • Fitness • Fitness • Interspersed throughout all units 	
Improve and achieve age appropriate fitness standards defined in a selected program (e.g., Fitnessgram, Brockport, President's Fitness Test).		Personally Fit		
Demonstrate personal fitness by participating in activities to improve specific fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility).		<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Resistance Band Workout • Introduction to Yoga 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness 	

Formulate meaningful personal fitness SMART goals based on the results of fitness testing.



Personally Fit

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard E Exhibit personal and social behavior that respects self and others in physical activity settings.			
Demonstrate appropriate behavior in physical activity settings.	Cooperatives Teacher Rubric	<ul style="list-style-type: none"> • Poker Adventure Race • Indiana Jones • Royal Court 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Racquets and Paddles
Demonstrate concern for safety of self and others during games and activities.	Sample debrief Question: <i>Name some situations that would make an activity unsafe.</i>	<ul style="list-style-type: none"> • Partner Stunts • Kin-Ball® Sport • Batting Practice 	<ul style="list-style-type: none"> • Stunts and Tumbling • World Games • Softball
Demonstrate self-control and sportsmanship/etiquette during games and activities (e.g. accepting controversial decisions).	Unit Specific: Coulda, Shoulda, Woulda	<ul style="list-style-type: none"> • Mini-Volleyball • Singles/Doubles Game Play • WFDF (World Overall Flying Disc Championship 	<ul style="list-style-type: none"> • Volleyball • Racquets and Paddles • Flying Disc
Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	Cooperatives Teacher Rubric	<ul style="list-style-type: none"> • Football Adventure Race • Radioactive River • Final Cooperative Adventure Race 	<ul style="list-style-type: none"> • Football • Cooperatives • Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard F Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
Identify several reasons why participation in physical activities is enjoyable and desirable.	Sample debrief Question: <i>What makes a physical activity enjoyable?</i>	<ul style="list-style-type: none"> ● Introduction to Pilates ● Sepak Takraw ● Modified Team Handball 	<ul style="list-style-type: none"> ● Fitness ● World Games ● World Games
Reflect on reasons for choosing to participate in selected physical activities (e.g. health, challenge, self-expression, social interaction, personal goal).	Sample debrief Question: <i>What physical activities did you participate in this week? Why did you select those particular activities?</i>	<ul style="list-style-type: none"> ● Pennies for PE Dance Marathon ● Introduction to Yoga ● Create a Routine 	<ul style="list-style-type: none"> ● Dance ● Fitness ● Stunts and Tumbling
Enjoy working alone or with others in a sport or physical activity to achieve a goal.	Fitness/Cooperatives Self-Check	<ul style="list-style-type: none"> ● Adventure Racing 101 ● Seconds to Spare ● Indiana Jones 	<ul style="list-style-type: none"> ● Cooperatives ● Cooperatives ● Cooperatives

SPARK Alignment with Alaska Physical Education Standards (9-12 Version 2007)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard A Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.			
Demonstrate competent skills while participating in modified team activities (e.g. soccer, lacrosse, hockey).	Specific Unit: Skill Evaluations	<ul style="list-style-type: none"> • Return Service to Target • 5-Person Hit and Run Softball 	<ul style="list-style-type: none"> • Volleyball • Softball
Demonstrate competent skills while participating in individual and dual activities (e.g. golf, tennis, bowling).		<ul style="list-style-type: none"> • Forehand and Backhand Techniques 	<ul style="list-style-type: none"> • Racquetball
Demonstrate competent skills while participating in non-competitive individual activities (e.g. walking, yoga, aquatic water safety, Native Youth Olympics games)		<ul style="list-style-type: none"> • Power Stretching/Yoga • Pilates • Personal Fitness Program 	<ul style="list-style-type: none"> • Power Stretching/Yoga • Pilates • Personal Fitness Program
Demonstrate competent skills while participating in rhythmic activities (e.g. Native, folk, social dances).		<ul style="list-style-type: none"> • 5-6-7-8 • Pata Pata • Troika • Choreography Project 	Dance

Demonstrate competent skills while participating in adventure/outdoor activities (e.g. Alaskan cultural physical activities, hunting, fishing, skiing, biking, hiking, wilderness survival, camping).	Not addressed at this time
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard B Apply movement concepts to the learning and performance of physical activities.			
Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills, tactics, strategies while participating in at least two lifetime activities.	Specific Unit: Skill Evaluations	<ul style="list-style-type: none"> • Power Stretching/Yoga • Volleyball Passing • Forehand and Backhand Techniques 	<ul style="list-style-type: none"> • Power Stretching/Yoga • Volleyball • Racquetball
Use a variety of complex movement patterns, independently and routinely, to improve skills.		<ul style="list-style-type: none"> • Line Dancing • Tinikling/Jump Bands • Jump Rope • Yoga/Power-Stretching 	
Acquire new skills while continuing to refine existing ones.			
Identify basic biomechanical principles as they pertain to movements within a physical activity.			
Recognize various levels of performance (novice, competent and proficient).			
Apply knowledge of major muscle groups to improve performance and/or create training plans.	Personal Fitness Program Evaluation		
Explain to others the importance of	Weight Room and	<ul style="list-style-type: none"> • Personal Fitness 	<ul style="list-style-type: none"> • Personal Fitness

strategies and safety procedures for success while participating in physical activity (e.g. weightlifting, wearing a helmet while snowboarding).	Fitness Lab Safety Test	Project	Program
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard C Participate regularly in physical activity.			
Use current technology (e.g. heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> • Personal Fitness Project • Workout Buddies • Hearty Hoopla • Jump Rope Routine 	<ul style="list-style-type: none"> • Personal Fitness Program
Maintain an outside-of-class physical activity journal based upon units of study.			
Identify local, state, national, and international fitness and recreational resources (e.g. trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).	Not specifically addressed		
Develop evidence-based personal activity plans that include self-selected physical activities and sports.	Personal Fitness Program Evaluation	Personal Fitness Project	Personal Fitness Program

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard D Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.			
Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g. Fitnessgram, President’s Challenge , APEAS II – Adaptive Physical Education Assessment).	Personal Fitness Program Evaluation	Personal Fitness Project	Personal Fitness Program
Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).			
Compare and identify fitness value of specific movement forms.			
Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard E Exhibit personal and social behavior that respects self and others in physical activity settings.			
Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	Weight Room and Fitness Lab Safety Test	<ul style="list-style-type: none"> ● Personal Fitness Program ● Power Stretching/Yoga ● Hearty Hoopla 	<ul style="list-style-type: none"> ● Personal Fitness Project
Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	Teambuilding Response Journal	<ul style="list-style-type: none"> ● Hula Hoop Pass ● 2 Group Human Ladder ● Minefield 	<ul style="list-style-type: none"> ● Cooperatives/Team building ● Cooperatives/Team building ● Cooperatives/Team building
Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	Teambuilding Response Journal	<ul style="list-style-type: none"> ● Everybody Up ● Gordian Knot ● Trolleys 	<ul style="list-style-type: none"> ● Cooperatives/Team building ● Cooperatives/Team building ● Cooperatives/Team building
Exhibit sportsmanship/etiquette in all physical activity settings.	Skill Evaluations	<ul style="list-style-type: none"> ● Volleyball Passing ● Power Stretching/Yoga ● Forehand and Backhand 	<ul style="list-style-type: none"> ● Volleyball Unit ● Power Stretching/Yoga ● Racquetball

		Techniques	
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard F Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
Enjoy the challenge of working hard and the satisfaction of improving skills.	Choreography Project	<ul style="list-style-type: none"> • Jump Rope • Line Dance • Tinikling/Jump Bands 	<ul style="list-style-type: none"> • Jump Rope • Line Dance • Tinikling/Jump Bands
Seek personally challenging experiences in physical activity opportunities.	Teambuilding Response Journal	<ul style="list-style-type: none"> • Everybody Up • Gordian Knot • Trolleys 	<ul style="list-style-type: none"> • Cooperatives/Team building • Cooperatives/Team building • Cooperatives/Team building
Recognize physical activity as a positive opportunity for social and group interaction.	Teambuilding Response Journal	<ul style="list-style-type: none"> • Hula Hoop Pass • 2 Group Human Ladder • Minefield 	<ul style="list-style-type: none"> • Cooperatives/Team building • Cooperatives/Team building • Cooperatives/Team building
Analyze selected physical activity experiences for social, emotional, and health benefits.	Teambuilding Response Journal	<ul style="list-style-type: none"> • Wordles • Electric Fence • All-Aboard 	<ul style="list-style-type: none"> • Cooperatives/Team building • Cooperatives/Team building • Cooperatives/Team building