

## SPARK Alignment with Pennsylvania Physical Education Standards Grade 6

| Standard   | Sample SPARK Activities     | Corresponding SPARK Unit |
|--|-----------------------------|--------------------------|
| <b>10.4 Physical Activity</b>  |                             |                          |
| A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.   | All-Run Kickball            | All-Run Games            |
|  | Fun and Fitness Circuits    | Fitness Circuits         |
| B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.   | Jump Rope Continuity Drills | Jump Rope                |
|  | Run USA                     | Run USA                  |
| C. Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity. <ul style="list-style-type: none"> <li>• heart rate monitoring</li> <li>• checking blood pressure</li> <li>• fitness assessment</li> </ul> | Fun and Fitness Circuits    |                          |
|  | Obstacle Course             |                          |
|  | Teacher Led Exercises       |                          |

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|--|---|--|
| <p><b>D.</b> Describe factors that affect childhood physical activity preferences.</p> <ul style="list-style-type: none"> <li>• enjoyment</li> <li>• personal interest</li> <li>• social experience</li> <li>• opportunities to learn new activities</li> <li>• parental preference</li> <li>• environment</li> </ul>                                  | <p>Wallball</p> <p>2-Square</p> <p>4-Square</p>   | <p>Wallball/Handball</p>                         |
| <p><b>E.</b> Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.</p> <ul style="list-style-type: none"> <li>• success-oriented activities</li> <li>• school-community resources</li> <li>• variety of activities</li> <li>• time on task</li> </ul> | <p>Team Passing Challenges</p> <p>Partner Pass and Receive</p> <p>Partner Throw and Catch</p> | <p>Field Games</p> <p>Hockey</p> <p>Softball</p> |
| <p><b>F.</b> Identify and describe positive and negative interactions of group members in physical activities.</p> <ul style="list-style-type: none"> <li>• leading</li> <li>• following</li> <li>• teamwork</li> <li>• etiquette</li> <li>• adherence to rules</li> </ul>   | <p>5 Person Throw and Run</p>   | <p>Softball</p>                                  |

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|--|---|---|
| <b>10.5 Concepts, Principles and Strategies of Movement</b>  |   |   |
| <b>A.</b> Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.   | Stunts and Challenges<br>Partner/Counter Balance                                  | Gymnastics  |
| <b>B.</b> Identify and apply the concepts of motor skill development to a variety of basic skills. <ul style="list-style-type: none"> <li>• transfer between skills</li> <li>• selecting relevant cues</li> <li>• types of feedback</li> <li>• movement efficiency</li> <li>• product (outcome, result)</li> </ul>   | Bump to Partner<br><br>Partner Pass and Trap<br><br>Throw With Partner            | Volleyball<br><br>Soccer<br><br>Frisbee                         |
| <b>C.</b> Describe the relationship between practice and skill development.  | 3 Catch Game  | Basketball  |
| <b>D.</b> Describe and apply the principles of exercise to the components of health-related and skill-related fitness. <ul style="list-style-type: none"> <li>• cardiorespiratory endurance</li> <li>• muscular strength</li> <li>• muscular endurance</li> <li>• flexibility</li> <li>• body composition</li> </ul> | Jump Rope Continuity Drills<br><br>Recreational Power Walk and Jog<br><br>Run USA | Jump Rope<br><br>Recreational Power Walk and Jog<br><br>Run USA |

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| <p><b>E.</b> Identify and use scientific principles that affect basic movement skills using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• Newton’s Laws of Motion</li> <li>• application of force</li> <li>• static, dynamic balance</li> <li>• levers</li> <li>• flight</li> </ul> | <p>Throw for Distance</p>                                    | <p>Frisbee</p> <p>Track &amp; Field</p> <p>Softball</p> |
| <p><b>F.</b> Identify and apply game strategies to basic games and physical activities.</p> <ul style="list-style-type: none"> <li>• give and go</li> <li>• one on one</li> <li>• peer communication</li> </ul>  | <p>Tag</p> <p>Dribble Keep Away</p> <p>Dribble Keep Away</p> | <p>Aerobic Games</p> <p>Basketball</p> <p>Hockey</p>    |