

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.			
1.1. Develop fundamental and complex movement skills as developmentally appropriate.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Body Management and Balance • Movement Concepts Using Hoops 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Building a Foundation
1.2. Safely participate in a variety of developmentally appropriate physical activities.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Stunts Introduction • Weight Transfer and Rolls • Catch and Chase 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Games
1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • Flexibility • Parachute Fitness 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Parachute
1.4. Understand the relationship of nutrition and food nutrients to	Debrief	<ul style="list-style-type: none"> • Sugar and Fat Tag (Wellness) 	<ul style="list-style-type: none"> • Games • Building a

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physical performance and body composition.		Integration) <ul style="list-style-type: none"> • Fitness Introduction (Wellness Introduction) • High-Five Tag Wellness Integration 	Foundation <ul style="list-style-type: none"> • ASAP

SPARK Alignment with Washington Physical Education Standards 3-5

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1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.			
1.1. Develop fundamental and complex movement skills as developmentally appropriate.	Hockey Self-Check	<ul style="list-style-type: none"> • Batting Practice • Ball-Control Drills • Dribbling Drills 	<ul style="list-style-type: none"> • Softball • Soccer • Hockey
1.2. Safely participate in a variety of developmentally appropriate physical activities.	Jump Rope Self Check	<ul style="list-style-type: none"> • Jump the Circuit • Create a Routine • Add-On 	<ul style="list-style-type: none"> • Jump Rope • Stunts and Tumbling • Stunts and Tumbling
1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.	Personal Best Log	<ul style="list-style-type: none"> • Mixed Fitness Grid • Fitness Grab Bag • Fitness in the Middle 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Group Fitness
1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.	Body Composition Wellness Integration	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Walk/Run Switcheroo 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Walk/Jog/Run

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		Wellness Integration	

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3. The student analyzes and evaluates the impact of real-life influences on health.			
3.2. Gather and analyze health information.	Personal Best Log	<ul style="list-style-type: none"> • Personal Best Day 	<ul style="list-style-type: none"> • Personal Best Day
3.3 Use social skills to promote health and safety in a variety of situations.	Are You Part of the Cast? Cooperative All-Star Teammate Self Check	<ul style="list-style-type: none"> • Mini-Hockey • Survivor Challenge • Stick with Me! 	<ul style="list-style-type: none"> • Hockey • Fitness Challenges • Cooperatives and Initiatives
3.4 Understand how emotions influence decision-making.	Cooperative All-Star Self Check	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Beat the Clock 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives

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4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals..			
4.2. Develop a health and fitness plan and a monitoring system.	Personal Best Log	<ul style="list-style-type: none"> • Partner Aerobic Fitness Challenge • Sport Moves Aerobics • Tag Team Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Walk, Jog, Run Activities

SPARK Alignment with Washington Physical Education Standards 6-8

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1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.			
1.1. Develop fundamental and complex movement skills as developmentally appropriate.	Basketball Skills Test (Extra Extra)	<ul style="list-style-type: none"> • Modified Full-Court Games • Frisbee Speedball • Circle Bump and Set 	<ul style="list-style-type: none"> • Basketball • Frisbee • Volleyball
1.2. Safely participate in a variety of developmentally appropriate physical activities.	Skill Checklist: Volleyball Underhand Serve (Extra Extra)	<ul style="list-style-type: none"> • Swing • Face-Off • Keep It Up, Run Around 	<ul style="list-style-type: none"> • Golf • Hockey • Volleyball
1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.	Personal Best Log (Extra Extra)	<ul style="list-style-type: none"> • Fun and Fitness Circuit • Obstacle Courses • Power Walk and Jog 	<ul style="list-style-type: none"> • Fun and Fitness Circuit • Obstacle Courses • Power Walk and Jog
1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.	Personal Best Log (Extra Extra)	<ul style="list-style-type: none"> • Power Walk and Jog • Run USA • Run California 	<ul style="list-style-type: none"> • Power Walk and Jog • Run USA • Run California

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3. The student analyzes and evaluates the impact of real-life influences on health.			
3.3 Use social skills to promote health and safety in a variety of situations.	Pair Share (Lesson Closure, Extra Extra)	<ul style="list-style-type: none"> • Houdini Hoops • Bodyguards • Double Dutch Jumping 	<ul style="list-style-type: none"> • Cooperative Games • Cooperative Games • Jump Rope

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4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals..			
4.2. Develop a health and fitness plan and a monitoring system.	Personal Best Log (Extra Extra)	<ul style="list-style-type: none"> • Fun and Fitness Circuit • Obstacle Courses • Power Walk and Jog 	<ul style="list-style-type: none"> • Fun and Fitness Circuit • Obstacle Courses • Power Walk and Jog

SPARK Alignment with Washington Physical Education Standards 9-12

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1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.			
1.1. Develop fundamental and complex movement skills as developmentally appropriate.	Racquetball Skills Check-Off	<ul style="list-style-type: none"> • Return Service to Target • Skill Builder • Forehand and Backhand Techniques 	<ul style="list-style-type: none"> • Volleyball • Basketball • Racquetball
1.2. Safely participate in a variety of developmentally appropriate physical activities.	5-Person Hit and Run Softball Assessment	<ul style="list-style-type: none"> • Return Service to Target • 5-Person Hit and Run Softball • Forehand and Backhand Techniques 	<ul style="list-style-type: none"> • Volleyball • Softball • Racquetball
1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.	Personal Fitness Program Evaluation	<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

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3. The student analyzes and evaluates the impact of real-life influences on health.			
3.3 Use social skills to promote health and safety in a variety of situations.	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
3.4 Understand how emotions influence decision-making.	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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals..			
4.2. Develop a health and fitness plan and a monitoring system.	Personal Fitness Program Evaluation	<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