

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

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard A: Leading an Active Lifestyle</b> Students in Wisconsin will exhibit a physically active lifestyle.			
A.4.1 Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health	Recess Activities Rubric	<ul style="list-style-type: none"> <li>• Monkey in the Middle</li> <li>• 2-Square</li> <li>• Cat and Mice</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> <li>• Recess Activities</li> <li>• Recess Activities</li> </ul>
A.4.2 Describe healthful benefits that result from regular physical activity	Debrief question: <i>What happens to your heart when you make it beat faster on a regular basis?</i>	<ul style="list-style-type: none"> <li>• Chasing and Fleeing</li> <li>• High-Five Tag</li> <li>• Frogs Across the Pond</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• ASAP</li> <li>• ASAP</li> </ul>
A.4.3 Identify several moderate to vigorous physical activities that provide personal pleasure	Debrief question: <i>What are some activities that make your heart beat faster?</i>	<ul style="list-style-type: none"> <li>• Locomotor Grab Bag</li> <li>• Fitness Introduction</li> <li>• Crazy Cones</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Building a Foundation</li> <li>• Games</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard B: Physical Skill Development</b> Students in Wisconsin will demonstrate competency in many forms of movement and proficiency in some.			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
B.4.1 Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and nonlocomotor skills such as throwing, catching, and kicking	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Catching and Throwing Circuit</li> <li>• Kicking for Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Catching and Throwing</li> <li>• Kicking and Trapping</li> </ul>
B.4.2 Adapt a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (balance board, large apparatus, skates)	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Basic Body Positions</li> <li>• Body Management and Balance</li> <li>• Static Balances</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
B.4.3 Acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using mature form	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Squirrels and Acorns</li> <li>• Dribbling Introduction</li> <li>• Dribbling “Soccer-Style”</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Kicking and Trapping</li> </ul>
B.4.4 Apply combined movement skills in a variety of settings such as developing and refining a creative dance sequence into repeatable patterns	Dance Rubric	<ul style="list-style-type: none"> <li>• Create a Dance</li> <li>• Mayonesa</li> <li>• Hawaiian Roller Coaster Ride</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard C: Learning Skills</b> Students in Wisconsin will apply concepts and principles of movement to the learning and development of physical skills.			
C.4.1 Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Overhand Throw for Distance</li> <li>• Catching and Throwing Circuit</li> <li>• Throwing Underhand to Targets</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>
C.4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student	Sample debrief question: <i>What are important things to remember to do when you want to throw your ball far?</i>	<ul style="list-style-type: none"> <li>• Clean Your Room</li> <li>• Overhand Throw for Distance</li> <li>• Catching and Throwing Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>
C.4.3 Recognize and apply concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip	Sample debrief question: <i>Where should your paddle contact the balloon if you want your balloon to go straight up? If you want your balloon to go forward?</i>	<ul style="list-style-type: none"> <li>• Paddle Circuit</li> <li>• Striking with Paddles</li> <li>• Keep It Up</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
C.4.4 Identify and apply characteristics and critical elements of highly skilled	Sample debrief question:	<ul style="list-style-type: none"> <li>• Dribbling Introduction</li> <li>• Squirrels and Acorns</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> </ul>

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performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance	<i>How does moving your arm and hand faster affect the ball when you're dribbling?</i>	<ul style="list-style-type: none"> <li>Dribbling, Volleying, and Striking Circuit</li> </ul>	<ul style="list-style-type: none"> <li>Dribbling, Volleying, and Striking</li> <li>Dribbling, Volleying, and Striking</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard D: Understanding Physical Activity and Well Being</b> Students in Wisconsin will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.			
D.4.1 Experience the opportunity for enjoyment while participating in physical activity	Sample debrief question: <i>What are some of your favorite physical activities?</i>	<ul style="list-style-type: none"> <li>Houdini Hoops</li> <li>Changing Places</li> <li>Line Boogie</li> </ul>	<ul style="list-style-type: none"> <li>Games</li> <li>Parachute</li> <li>Manipulatives</li> </ul>
D.4.2 Learn to enjoy practicing activities to increase skill competence	Balance, Stunts, and Tumbling Self-Check	<ul style="list-style-type: none"> <li>Circuit Introduction</li> <li>Stunts Circuit</li> <li>Catching and Throwing Circuit</li> <li>Paddle Circuit</li> </ul>	<ul style="list-style-type: none"> <li>Building a Foundation</li> <li>Balance, Stunts, and Tumbling</li> <li>Catching and Throwing</li> <li>Dribbling, Volleying, and Striking</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
D.4.3 Celebrate personal successes and achievements as well as those of others	Parachute Rubric	<ul style="list-style-type: none"> <li>• The Great Race</li> <li>• Fly in the Web</li> <li>• Frogs Across the Pond</li> </ul>	<ul style="list-style-type: none"> <li>• Parachute</li> <li>• Parachute</li> <li>• ASAP</li> </ul>
D.4.4 Use physical activity as a means of self-expression	Create a Dance Rubric	<ul style="list-style-type: none"> <li>• Create a Dance</li> <li>• Showtime</li> <li>• Stunts Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard E: Health-Enhancing Fitness</b> Students in Wisconsin will achieve and maintain a health-enhancing level of physical fitness.			
E.4.1 Identify several activities related to each component of physical fitness such as development of muscular strength	Sample debrief question: <i>What are some activities you can do to make your muscles stronger?</i>	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Parachute Fitness</li> <li>• Crabbing Around</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Parachute</li> <li>• ASAP</li> </ul>
E.4.2 Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and	Fitness testing not specifically addressed in SPARK K-2 curriculum	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Parachute Fitness</li> <li>• Crabbing Around</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Parachute</li> <li>• ASAP</li> </ul>

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controlling body weight in a variety of activities			
E.4.3 Describe personal strengths and weaknesses and elevate the weaknesses to strengths	Sample debrief question: <i>Name an area that you would like to improve? If you improved your muscular endurance, how would it affect your ability to perform a skill?</i>	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Parachute Fitness</li> <li>• Crabbing Around</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Parachute</li> <li>• ASAP</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard F: Respectful Behavior</b>			
Students in Wisconsin will demonstrate responsible personal and social behavior in physical-activity settings.			
F.4.1 Follow activity-specific rules, procedures, and etiquette with little or no reinforcement	Games Rubric	<ul style="list-style-type: none"> <li>• Houdini Hoops</li> <li>• Soccer Golf</li> <li>• Sheep Dogs</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Kicking and Trapping</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
F.4.2 Utilize safety principles in activity situations	Games Rubric	<ul style="list-style-type: none"> <li>• Crazy Cones</li> <li>• Grouping and Moving Together</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Building a Foundation</li> <li>• Balance, Stunts, and</li> </ul>

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		<ul style="list-style-type: none"> <li>• Stunts Circuit</li> </ul>	Tumbling
F.4.3 Work productively with a partner to improve skills, for example improve the overhand throw pattern for distance by using the critical elements of the process	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Partner Throw and Catch Challenges</li> <li>• Catching and Throwing Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>
F.4.4 Work independently and <i>on task</i> for short periods of time	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Circuit Introduction</li> <li>• Stunts Circuit</li> <li>• It's in the Cards</li> <li>• Paddle Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Games</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
F.4.5 Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others	Games Rubric	<ul style="list-style-type: none"> <li>• Catch a Tail</li> <li>• Cookie Monster Tag</li> <li>• Sugar and Fat Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Games</li> <li>• Games</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard G: Understanding Diversity</b> Students in Wisconsin will demonstrate understanding and respect for differences among people in physical-activity settings.			
G.4.1 Explore cultural and ethnic self-awareness through participation in	Dance Rubric	<ul style="list-style-type: none"> <li>• Mayonesa</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
physical activity		<ul style="list-style-type: none"> <li>• The Shoemaker's Dance</li> <li>• Tarentella</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> </ul>
G.4.2 Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior	Games Rubric	<ul style="list-style-type: none"> <li>• Capture the Orb</li> <li>• Houdini Hoops</li> <li>• The Great Race</li> </ul>	<ul style="list-style-type: none"> <li>• Parachute</li> <li>• Games</li> <li>• Parachute</li> </ul>
G.4.3 Indicate respect for persons from different backgrounds and the cultural significance as they contribute to various games, dances, and physical activities	Games Rubric	<ul style="list-style-type: none"> <li>• The Mexican Hat Dance</li> <li>• Chinese Ribbon Dance</li> <li>• Tarentella</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Manipulatives</li> <li>• Dance</li> </ul>

SPARK Alignment with Wisconsin Physical Education Standards  
 Grades 3-5  
 (3-6 Version 2007)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard A: Leading an Active Lifestyle</b> Students in Wisconsin will exhibit a physically active lifestyle.			
A.4.1 Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> <li>• Sport Moves Aerobics</li> <li>• Partner Aerobic Fitness Challenge</li> <li>• Bench Step Basics</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Fitness Challenges</li> <li>• Group Fitness</li> </ul>
A.4.2 Describe healthful benefits that result from regular physical activity	Sample debrief question: <i>Why do sustained physical activities done on a regular basis help to improve your body composition?</i>	<ul style="list-style-type: none"> <li>• Exercise Band Activities</li> <li>• The Snake</li> <li>• Hearty Hoopla</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>
A.4.3 Identify several moderate to vigorous physical activities that provide personal pleasure	Fitness Circuits Think <b>About...</b>	<ul style="list-style-type: none"> <li>• Exercise Band Activities</li> <li>• The Snake</li> <li>• Hearty Hoopla</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Walk, Jog, Run Activities</li> <li>• Aerobic Games</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard B: Physical Skill Development</b> Students in Wisconsin will demonstrate competency in many forms of movement and proficiency in some.			
B.4.1 Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and nonlocomotor skills such as throwing, catching, and kicking	Jump Rope Performance Rubric	<ul style="list-style-type: none"> <li>• Jump the Circuit</li> <li>• Punt, Pass, &amp; Pitch Golf</li> <li>• Target Throw</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Football</li> <li>• Softball</li> </ul>
B.4.2 Adapt a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (balance board, large apparatus, skates)	Football Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Grid Passing</li> <li>• Air It Out</li> <li>• Quidditch</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Aerobic Games</li> </ul>
B.4.3 Acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using mature form	Volleyball Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Group Passing Challenges</li> <li>• Intro to Ball Handling</li> <li>• Corner to Corner Pass and Go</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Hockey</li> <li>• Soccer</li> </ul>
B.4.4 Apply combined movement skills in a variety of settings such as developing and refining a creative dance sequence into repeatable patterns	Create a Dance	<ul style="list-style-type: none"> <li>• Create A Dance</li> <li>• Create A Routine</li> <li>• Aerobic Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Movement Bands</li> <li>• Group Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard C: Learning Skills</b> Students in Wisconsin will apply concepts and principles of movement to the learning and development of physical skills.			
C.4.1 Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running	Specific Unit Self-Checks	<ul style="list-style-type: none"> <li>• Shooting Drills</li> <li>• Passing Drills</li> <li>• Serving Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Basketball</li> <li>• Volleyball</li> </ul>
C.4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student	Sample debrief question: Present students with a video clip or pictures of a batter striking a ball, or have students demonstrate: <i>Show me the preparation phase. When is the force applied? Show me the follow through. Where is the recovery phase?</i>	<ul style="list-style-type: none"> <li>• Batting Practice</li> <li>• Pepper</li> <li>• Whack-O</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Softball</li> </ul>
C.4.3 Recognize and apply concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip	Debrief question: <i>How do you adjust your body to catch a ball that is thrown off to the side?</i>	<ul style="list-style-type: none"> <li>• Keep Away (2 on 1)</li> <li>• Counting Catches</li> <li>• Raiders of the Ark</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Aerobic Games</li> <li>• Aerobic Games</li> </ul>
C.4.4 Identify and apply characteristics and critical elements of highly skilled performance to develop movement	Sample debrief question:	<ul style="list-style-type: none"> <li>• Defense!</li> <li>• Keep Away</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Basketball</li> </ul>

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competence or proficiency such as using internal and external information to modify movement during performance	<i>How can changing speed and direction allow you to move away from another person?</i>	<ul style="list-style-type: none"> <li>• Keep Away</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard D: Understanding Physical Activity and Well Being</b> Students in Wisconsin will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.			
D.4.1 Experience the opportunity for enjoyment while participating in physical activity	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Soccer Group Challenge</li> <li>• Group Jump Rope Challenge</li> <li>• Survivor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Jump Rope</li> <li>• Fitness Challenges</li> </ul>
D.4.2 Learn to enjoy practicing activities to increase skill competence	Specific Unit Self-Checks	<ul style="list-style-type: none"> <li>• Shooting Drills</li> <li>• Passing Drills</li> <li>• Serving Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Basketball</li> <li>• Volleyball</li> </ul>
D.4.3 Celebrate personal successes and achievements as well as those of others	<ul style="list-style-type: none"> <li>• Personal Best Day: My Personal Best Progress and Goals Card</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Volleyball</li> <li>• Create A Dance</li> <li>• Group Trick Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Dance</li> <li>• Movement Bands</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> <li>Cooperative Skills Performance Rubric</li> </ul>		
D.4.4 Use physical activity as a means of self-expression	Create a Dance Rubric	<ul style="list-style-type: none"> <li>Create A Dance</li> <li>Create A Routine</li> <li>Aerobic Dance</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Movement Bands</li> <li>Group Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard E: Health-Enhancing Fitness</b> Students in Wisconsin will achieve and maintain a health-enhancing level of physical fitness.			
E.4.1 Identify several activities related to each component of physical fitness such as development of muscular strength	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>
E.4.2 Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic	Sample debrief question: <i>Compare your fitness</i>	<ul style="list-style-type: none"> <li>Personal Best Day</li> <li>Pedometer Activity</li> </ul>	<ul style="list-style-type: none"> <li>Personal Best Day</li> <li>Map Challenges</li> <li>Fitness Circuits</li> </ul>

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activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities	<i>scores to the scores in the 'Healthy Fitness Zone'. How could you improve a score that fell short of the 'Healthy Fitness Zone'?</i>	<ul style="list-style-type: none"> <li>Mixed Fitness Circuit</li> </ul>	
E.4.3 Describe personal strengths and weaknesses and elevate the weaknesses to strengths	<p>Sample debrief question:  <i>Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?</i></p>	<ul style="list-style-type: none"> <li>Personal Best Day</li> <li>Pedometer Activity</li> <li>Mixed Fitness Circuit</li> </ul>	<ul style="list-style-type: none"> <li>Personal Best Day</li> <li>Map Challenges</li> <li>Fitness Circuits</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard F: Respectful Behavior</b>			
Students in Wisconsin will demonstrate responsible personal and social behavior in physical-activity settings.			
F.4.1 Follow activity-specific rules, procedures, and etiquette with little or no reinforcement	<ul style="list-style-type: none"> <li>Aerobic Games Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Mini-Hockey</li> <li>Mini-Basketball</li> <li>Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>Hockey</li> <li>Basketball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> <li>• Recess Activities Self-Check</li> <li>• Recess Activities Performance Rubric</li> </ul>		<ul style="list-style-type: none"> <li>• Soccer</li> </ul>
F.4.2 Utilize safety principles in activity situations	Cooperative Games Performance Rubric	<ul style="list-style-type: none"> <li>• Learning the Stunts</li> <li>• Partner Ball Challenges (Partner Fun and Trust)</li> <li>• Survivor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Cooperatives</li> <li>• Fitness Challenges</li> </ul>
F.4.3 Work productively with a partner to improve skills, for example improve the overhand throw pattern for distance by using the critical elements of the process	Stunts and Tumbling Learning Log	<ul style="list-style-type: none"> <li>• Partner Switcheroo Stunt Hunt</li> <li>• Passing Pairs</li> <li>• Partner Throw and Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Volleyball</li> <li>• Softball</li> </ul>
F.4.4 Work independently and <i>on task</i> for short periods of time	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> <li>• Target Throw</li> <li>• Basketball Skills Stations</li> <li>• Stunts and Tumbling Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Frisbee</li> <li>• Basketball</li> <li>• Stunts and Tumbling</li> </ul>
F.4.5 Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others	Aerobic Games Rubric	<ul style="list-style-type: none"> <li>• Raiders of the Ark</li> <li>• Mini-Soccer</li> <li>• Mini-Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Soccer</li> <li>• Hockey</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard G: Understanding Diversity</b> Students in Wisconsin will demonstrate understanding and respect for differences among people in physical-activity settings.			
G.4.1 Explore cultural and ethnic self-awareness through participation in physical activity	Dance Self-Check	<ul style="list-style-type: none"> <li>• Alunelul</li> <li>• Cotton Eyed Joe</li> <li>• Pata Pata</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
G.4.2 Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Stepping Stones</li> <li>• Log Jam</li> <li>• Create A Game</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Softball</li> </ul>
G.4.3 Indicate respect for persons from different backgrounds and the cultural significance as they contribute to various games, dances, and physical activities	Dance Self-Check	<ul style="list-style-type: none"> <li>• Alunelul</li> <li>• Cotton Eyed Joe</li> <li>• Pata Pata</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>

SPARK Alignment with Wisconsin Physical Education Standards  
Grade 6-8  
(MS Version 2011)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard A: Leading an Active Lifestyle</b> Students in Wisconsin will exhibit a physically active lifestyle.			
A.8.1 Establish personal physical activity goals	Sample debrief question: <i>What activities did you select for your fitness plan that addressed each fitness component?</i>	Personally Fit	Personally Fit
A.8.2 Participate at least three times a week in physical activities that contribute to the attainment of and maintenance of personal physical activity goals	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Body Composition Circuit</li> </ul>	Fitness
A.8.3 Explore personal interests in a variety of new physical activities both in and out of the physical education	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Fun and Fitness Circuit</li> <li>• SPARK Events</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Various Units</li> <li>• Track</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
class		<ul style="list-style-type: none"> <li>• Throw and Sprint Circuit</li> </ul>	
A.8.4 Describe the relationship between a healthy lifestyle and simply <i>feeling good</i>	Sample debrief questions: <i>Aside from simply feeling good, what other benefits can be derived from including regular physical activities into a healthy lifestyle?</i>	<ul style="list-style-type: none"> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Aerobic Capacity Circuit</li> <li>• Create a Routine (Aerobic Capacity)</li> </ul>	Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard B: Physical Skill Development</b>			
Students in Wisconsin will demonstrate competency in many forms of movement and proficiency in some.			
B.8.1 Demonstrate competence in modified versions of movement forms such as performing in a variety of simple folk and square dances	Dance <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Corazon Espinado</li> <li>• Poco Loco</li> <li>• The Korobushka Jigsaw</li> <li>• The Norwegian Polka</li> </ul>	Dance
B.8.2 Develop beginning strategies for competitive and noncompetitive games such as using basic offensive and	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> </ul>	<ul style="list-style-type: none"> <li>• Zone and Player-to-Player Defenses</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
defensive strategies in a modified version of a team sport	<ul style="list-style-type: none"> <li>Peer Coach</li> <li>Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Defense</li> <li>Zone and Person Defense</li> <li>Zone and Player-to-Player Defenses</li> <li>Zone Defense</li> </ul>	<ul style="list-style-type: none"> <li>Flying Disc</li> <li>Soccer</li> <li>Hockey</li> </ul>
B.8.3 Demonstrate increasing competence in more advanced specialized physical skills	Specific Unit: <ul style="list-style-type: none"> <li>Self Check</li> <li>Peer Coach</li> <li>Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Progressions</li> <li>Sepak Takraw</li> <li>Advanced Shots</li> </ul>	<ul style="list-style-type: none"> <li>Stunts</li> <li>World Games</li> <li>Handball</li> </ul>
B.8.4 Explain how people can enjoy an activity if they are not gifted athletes	Sample debrief question: <i>How can you enjoy a particular sport or activity even if you are not a gifted athlete?</i>	<ul style="list-style-type: none"> <li>Ultimate Flying Disc</li> <li>A Round of Golf</li> <li>Royal Court</li> </ul>	<ul style="list-style-type: none"> <li>Flying Disc</li> <li>Golf</li> <li>Racquets and Paddles</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard C: Learning Skills</b> Students in Wisconsin will apply concepts and principles of movement to the learning and development of physical skills.			
C.8.1 Understand and apply more advanced movement and game strategies such as explaining and	Specific Unit Teacher Rubrics	<ul style="list-style-type: none"> <li>Singles, Doubles Game Play</li> </ul>	<ul style="list-style-type: none"> <li>Racquets and Paddles</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
demonstrating strategies involved in playing tennis doubles		<ul style="list-style-type: none"> <li>• WFDF World Overall Flying Disc Championship</li> <li>• Singles/Doubles Game Play</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Handball</li> </ul>
C.8.2 Identify the critical elements of more advanced movement skills such as a racing start in free style swimming	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> <li>• Advanced Shots</li> <li>• Hurdling</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts</li> <li>• Handball</li> <li>• Track</li> </ul>
C.8.3 Identify and apply principles of practice and conditioning to enhance performance such as understanding that conditioning will allow one to play for longer periods of time without fatigue	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Teacher Rubrics</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Range of Motion</li> <li>• Individual Warm-Up Routines</li> <li>• Partner Warm-Up Routines</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Jump Rope</li> <li>• Jump Rope</li> </ul>
C.8.4 Identify the characteristics of highly skilled performance in movement forms such as describing the characteristics that enable success in passing and spiking after observing a team of skillful volleyball players	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• FIBA World Championships</li> <li>• WFDF World Overall Flying Disc Championship</li> <li>• Singles, Doubles Game Play</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flying Disc</li> <li>• Racquets and Paddles</li> </ul>
C.8.5 Understand and apply advanced, discipline-specific knowledge to various movement forms such as understanding how to	Specific Unit: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Swing Sweetheart</li> <li>• Extreme Rally</li> <li>• Advanced Shots</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Racquets and Paddles</li> <li>• Handball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
lead or follow a partner while dancing	<ul style="list-style-type: none"> <li>Teacher Rubrics</li> </ul>		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard D: Understanding Physical Activity and Well Being</b> Students in Wisconsin will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.			
D.8.1 Feel satisfaction when engaging in physical activity	Sample debrief question: <i>How did you feel while participating in the activity? After?</i>	<ul style="list-style-type: none"> <li>3-on-3 Basketball</li> <li>Double Dutch</li> <li>Create a Hip Hop Routine</li> </ul>	<ul style="list-style-type: none"> <li>Basketball</li> <li>Jump Rope</li> <li>Dance</li> </ul>
D.8.2 Recognize the social benefits of participation in physical activity such as the joy of participating with a team and sensing team fulfillment	Sample debrief question: <i>What social benefits can you get from participating in team activities?</i>	<ul style="list-style-type: none"> <li>Final Cooperative Adventure Race</li> <li>Flying Disc Adventure Race</li> <li>Kin-Ball Sport</li> <li>Modified Team Handball</li> </ul>	<ul style="list-style-type: none"> <li>Cooperatives</li> <li>Flying Disc</li> <li>World Games</li> <li>World Games</li> </ul>
D.8.3 Enjoy learning new activities	Sample debrief question: <i>Did you enjoy learning a new activity?</i>	<ul style="list-style-type: none"> <li>Partner Juggling</li> <li>Sepak Pass and Serve</li> <li>Kin-Ball 4-Square</li> <li>Back to the Hoop</li> <li>Tee, Jump, Field</li> <li>2 V 1 Just for Fun</li> </ul>	World Games

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
D.8.4 Recognize physical activity as a vehicle for self-expression	Sample debrief question: <i>How were you able to express yourself through your routines?</i>	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• Create a Hip Hop Routine</li> <li>• Create your own Swing Moves</li> <li>• Volleyball Xtreme</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Dance</li> <li>• Dance</li> <li>• Volleyball</li> <li>• Stunts</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard E: Health-Enhancing Fitness</b>			
Students in Wisconsin will achieve and maintain a health-enhancing level of physical fitness.			
E.8.1 Participate in a variety of health-related activities in both school and nonschool settings in order to maintain a record of moderate to vigorous physical activity	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Daytona 2000</li> <li>• Create a Routine (Aerobic Capacity)</li> </ul>	Fitness
E.8.2 Assess physiological indicators of exercise such as pulse rate during and after physical activity	<i>Gotta Have Heart Extension: Recovery Heart Rate</i>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate</li> </ul>	Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		Highway <ul style="list-style-type: none"> <li>• Daytona 2000</li> <li>• Create a Routine (Aerobic Capacity)</li> </ul>	
E.8.3 Understand and apply basic principles of training to improve physical fitness such as various weight training techniques	Teacher Rubric (Fitness) Sample debrief question: <i>How would you use the principle of overload to improve your muscular strength?</i>	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Fitness in the Middle</li> <li>• Resistance Band Workout</li> </ul>	Fitness
E.8.4 Meet health-related fitness standards	Personally Fit	<ul style="list-style-type: none"> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Balancing Strength and Flexibility Circuit</li> <li>• Body Composition Circuit</li> </ul>	Fitness
E.8.5 Begin to design personal health-related fitness programs based on an accurately assessed fitness profile, for example, engage in physical activity at the target heart rate for a minimum of	Sample debrief Question: <i>What is the heart-rate range that is necessary to increase your</i>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> </ul>	Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
30 minutes at least 3 times a week outside of the physical education class	<i>aerobic capacity?</i>	<ul style="list-style-type: none"> <li>Daytona 2000</li> <li>Create a Routine (Aerobic Capacity)</li> </ul>	

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard F: Respectful Behavior</b>			
Students in Wisconsin will demonstrate responsible personal and social behavior in physical-activity settings.			
F.8.1 Identify positive and negative peer influence	Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> <li>Hip Hop Basic Moves Jigsaw</li> <li>Partner Trick Circuit</li> <li>Karrimor International Mountain Marathon</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Jump Rope</li> <li>Cooperatives</li> </ul>
F.8.2 Solve problems by analyzing causes and potential solutions	Cooperatives: <ul style="list-style-type: none"> <li>MS Unit Written Tests</li> <li>Peer Coach</li> <li>Self Check</li> <li>Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Cross the Great Divide</li> <li>Radioactive River</li> <li>Karrimor International Mountain Marathon</li> </ul>	Cooperatives
F.8.3 Make choices based on the safety of self and others	Cooperatives: <ul style="list-style-type: none"> <li>MS Unit Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>Final Cooperative Adventure Race</li> </ul>	<ul style="list-style-type: none"> <li>Cooperatives</li> <li>Stunts</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Partner Stunts</li> <li>• Log Jam</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> </ul>
F.8.4 Consider the consequences when confronted with a behavior choice	<p>Coulda Shoulda Woulda (all units)</p>	<ul style="list-style-type: none"> <li>• Poker Adventure Race</li> <li>• Final Cooperative Adventure Race</li> <li>• Adventure Racing 101</li> </ul>	<p>Cooperatives</p>
F.8.5 Resolve interpersonal conflicts with a sensitivity to rights and feeling of others; find positive ways to exert independence	<p>Cooperatives:</p> <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul> <p>Coulda Shoulda Woulda (all units)</p>	<ul style="list-style-type: none"> <li>• Seconds to Spare</li> <li>• Centipede Pass</li> <li>• Indiana Jones</li> <li>• Corridor Challenge</li> <li>• Hands Free</li> </ul>	<p>Cooperatives</p>
F.8.6 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings	<p>Cooperatives:</p> <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Team Events</li> <li>• Radioactive River</li> <li>• Karrimor International Mountain Marathon</li> </ul>	<ul style="list-style-type: none"> <li>• All Units</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Content Standard G: Understanding Diversity</b> Students in Wisconsin will demonstrate understanding and respect for differences among people in physical-activity settings.			
G.8.1 Recognize the role of sports, games, and dance in modern culture	Sample debrief question: <i>What role do sports and games play in culture today?</i>	<ul style="list-style-type: none"> <li>• Sepak Takraw</li> <li>• Kin-Ball Sport</li> <li>• Modified Cricket</li> <li>• Defenders of the Cone</li> <li>• Modified Team Handball</li> </ul>	World Games
G.8.2 Identify behaviors that are supportive and inclusive in physical-activity settings	Cooperative Self Check, Peer Coach, Teacher Rubric	<ul style="list-style-type: none"> <li>• Indiana Jones</li> <li>• Final Cooperative Adventure Race</li> <li>• Kin-Ball Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• World Games</li> </ul>
G.8.3 Display sensitivity to the feelings of others during interpersonal interactions	Cooperative Self Check, Peer Coach, Teacher Rubric	<ul style="list-style-type: none"> <li>• Cross the Great Divide</li> <li>• Corridor Challenge</li> <li>• Log Jam</li> </ul>	Cooperatives
G.8.4 Respect the physical and performance limitations of self and others	Cooperative Unit Written Test	<ul style="list-style-type: none"> <li>• Hip Hop Basic Moves Jigsaw</li> <li>• Partner Trick Circuit</li> <li>• Karrimor International Mountain Marathon</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Jump Rope</li> <li>• Cooperatives</li> </ul>

