

SPARK Alignment with Ontario Physical Education Outcomes
(K-2 Version 2008)
Grade 1

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Fundamental Movement Skills By the end of Grade 1, students will: <ul style="list-style-type: none"> • Perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., galloping, running), manipulation (e.g., throwing, catching), and stability (e.g., jumping, landing); • Demonstrate the principles of movement (e.g., in various directions, alone, with others, at various speeds) using locomotion/travelling, manipulation, and stability skills. | | | |
| Students will travel in a variety of ways (e.g., leap, gallop) in different directions in response to signals (e.g., stop or go signals). | Building a Foundation Rubric | <ul style="list-style-type: none"> • General Space and Creative Moves • 4 Corners • Locomotor Skills, Levels, and Directions | <ul style="list-style-type: none"> • Building a Foundation • ASAP • Building a Foundation |
| Students will travel in a variety of ways using different pathways (e.g., straight, curved, or zigzag pathways in creative dance). | Building a Foundation Rubric | <ul style="list-style-type: none"> • Pathways and Creative Moves • Locomotor Skills, Levels, and Directions • Locomotor Grab Bag | <ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP |
| Students will jump forward with control, using a variety of take-offs | Jumping Rubric | <ul style="list-style-type: none"> • Jumping and Landing Patterns | <ul style="list-style-type: none"> • Jumping • Balance, Stunts, and |

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| and landings. | | <ul style="list-style-type: none"> • Jumping and Landing • Jumping and Landing Circuit | <ul style="list-style-type: none"> • Tumbling • Jumping |
| Students will demonstrate basic static balances (e.g., stork balance) without equipment. | Balance, Stunts, and Tumbling Rubric | <ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Static Balances | <ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling |
| Students will transfer their weight from one body part to another. | Balance, Stunts, and Tumbling 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 |
| Students will throw objects of various sizes and shapes underhand, using one or two hands and large targets (e.g., toss a bean bag through a hoop). | Catching and Throwing Rubric | <ul style="list-style-type: none"> • Throwing Underhand to Targets • Partner Throw and Catch • Partner Throw and Catch Challenges | <ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing |
| Students will catch objects of various sizes, shapes, and textures below the waist and using two hands (e.g., catch a utility or beach ball). | Catching and Throwing Rubric | <ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and | <ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing • Catching and Throwing |

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| | | Throwing Circuit | • |
| Students will bounce, while stationary, a ball with one hand. | Dribbling, Volleying, and Striking Rubric | <ul style="list-style-type: none"> • Bounce and Catch Introduction • Dribbling Introduction • Dribbling, Volleying, and Striking Circuit | <ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking • Dribbling, Volleying, and Striking |

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Active Participation | | | |
| By the end of Grade 1, students will: <ul style="list-style-type: none"> • Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance, fitness activities, outdoor pursuits); • Recognize the importance of being physically active; • Acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits); • Follow safety procedures related to physical activity, equipment, and facilities. | | | |
| Students will participate vigorously in all aspects of the program (e.g., physical activity centres, dancing to music, tag games). | Games Rubric | <ul style="list-style-type: none"> • Seven Jumps • Cookie Monster Tag • Fitness Introduction | <ul style="list-style-type: none"> • Dance • Games • Building a Foundation |
| Students will display readiness to participate in the instructional | Games Rubric | <ul style="list-style-type: none"> • Orientation and Personal Space | <ul style="list-style-type: none"> • Building a Foundation • Building a Foundation |

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| program (e.g., joining in readily, wearing appropriate clothing, removing jewelry). | | <ul style="list-style-type: none"> • General Space and Creative Moves • Color Tag | <ul style="list-style-type: none"> • Games |
| Students will follow instructions, pay attention, and attempt new activities. | Games Rubric | <ul style="list-style-type: none"> • Houdini Hoops • Changing Places • Line Boogie | <ul style="list-style-type: none"> • Games • Parachute • Manipulatives |
| Students will participate in class or small-group discussion activities related to physical activity (e.g., goal setting through a theme-related activity such as a walk-run to the Olympics). | Sample 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!) | <ul style="list-style-type: none"> • Building a Foundation • Building a Foundation |
| Students will work co-operatively with others (e.g., sharing equipment, helping others). | Games Rubric | <ul style="list-style-type: none"> • Partner Throw and Catch • Soccer Golf • Long Rope Turning in Pairs | <ul style="list-style-type: none"> • Catching and Throwing • Kicking and Trapping • Jumping |
| Students will demonstrate respect for others in group situations (e.g., being courteous, speaking kindly). | Games Rubric | <ul style="list-style-type: none"> • Pairing and Moving Together • Grouping and Moving Together • Frogs Across the Pond | <ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP |
| Students will participate in sustained moderate to vigorous physical activity (e.g., animal-walk fitness circuit) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures. | Games Rubric | <ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction | <ul style="list-style-type: none"> • Games • Games • Building a Foundation |

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| <p>Students will recognize that the heart is always beating and pumping blood to the muscles and the rest of the body, and that increased activity increases both the work of the heart and the speed of breathing.</p> | <p>Sample debrief question: <i>What happens to your heart when you make it beat faster on a regular basis?</i></p> | <ul style="list-style-type: none">• Locomotor Grab Bag• Fitness Introduction• Crazy Cones | <ul style="list-style-type: none">• ASAP• Building a Foundation• Games |
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SPARK Alignment with Ontario Physical Education Outcomes
(K-2 Version 2008)
Grade 2

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Fundamental Movement Skills By the end of Grade 2, students will: <ul style="list-style-type: none"> • Perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., skipping, hopping), manipulation (e.g., throwing, bouncing), and stability (e.g., balancing, twisting); • Demonstrate the principles of movement (e.g., at various levels, in relationship to equipment, using different body parts) using locomotion/travelling, manipulation, and stability skills. | | | |
| Students will travel and change from one kind of locomotion/ travelling movement to another (e.g., hopping to skipping). | Building a Foundation Rubric | <ul style="list-style-type: none"> • General Space and Creative Moves • 4 Corners • Locomotor Skills, Levels, and Directions | <ul style="list-style-type: none"> • Building a Foundation • ASAP • Building a Foundation |
| Students will travel in a variety of ways, changing pathways and directions (e.g., in creative dance, dances from other countries). | Building a Foundation Rubric | <ul style="list-style-type: none"> • Pathways and Creative Moves • Locomotor Skills, Levels, and Directions • Tarentella | <ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Dance |
| Students will kick a stationary ball, using either foot, to a partner or to a large target. | Kicking and Trapping Rubric | <ul style="list-style-type: none"> • Passing in Pairs • Triangle Passing and 3-Player Kick and | <ul style="list-style-type: none"> • Kicking and Trapping • Kicking and Trapping |

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| | | <ul style="list-style-type: none"> Score Kicking and Trapping Circuit | <ul style="list-style-type: none"> Kicking and Trapping |
| Students will dribble a ball over a short distance, using their feet. | Kicking and Trapping Rubric | <ul style="list-style-type: none"> Dribbling “Soccer-Style” Control Dribble Around Obstacles Tunnel Dribble | <ul style="list-style-type: none"> Kicking and Trapping Kicking and Trapping Kicking and Trapping |
| Students will bounce a ball while moving, using either hand. | Dribbling, Volleying, and Striking Rubric | <ul style="list-style-type: none"> Dribbling Introduction Squirrels and Acorns Dribbling, Volleying, and Striking Circuit | <ul style="list-style-type: none"> Dribbling, Volleying, and Striking Dribbling, Volleying, and Striking Dribbling, Volleying, and Striking |
| Students will jump and land safely, using take-off combinations of one or two feet. | Jumping Rubric | <ul style="list-style-type: none"> Jumping and Landing Jumping and Landing Patterns Jump for Distance | <ul style="list-style-type: none"> Balance, Stunts, and Tumbling Jumping Jumping |
| Students will balance on a variety of body parts, on and off equipment, while stationary and moving (e.g., balancing on a bench without moving, walking forward on a bench). | Balance, Stunts, and Tumbling Rubric | <ul style="list-style-type: none"> Basic Body Positions Body Management and Balance Static Balances | <ul style="list-style-type: none"> Balance, Stunts, and Tumbling Building a Foundation Balance, Stunts, and Tumbling |
| Students will transfer their body weight over low equipment in a variety of ways (e.g., from feet to hands to feet). | Balance, Stunts, and Tumbling 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 |

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| <p>Active Participation</p> <p>By the end of Grade 2, students will:</p> <ul style="list-style-type: none"> • Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance); • Recognize the personal benefits of being physically active; • Acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits); • Follow safety procedures related to physical activity, equipment, and facilities. | | | |
| Students will participate vigorously in all aspects of the program (e.g., individual and group activities, dancing to music, co-operative games). | Games Rubric | <ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction | <ul style="list-style-type: none"> • Games • Games • Building a Foundation |
| Students will identify the reasons for participating in regular physical activity. | <p>Sample debrief question:</p> <p><i>Why do you need to participate regularly in physical activities?</i></p> <p><i>How often do you need to exercise to keep your body healthy?</i></p> | <ul style="list-style-type: none"> • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond | <ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP |
| Students will display readiness to participate in the instructional program (e.g., taking out and putting | Games Rubric | <ul style="list-style-type: none"> • Orientation and Personal Space | <ul style="list-style-type: none"> • Building a Foundation • Building a Foundation |

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| away equipment, joining in readily, wearing appropriate clothing, and applying sun protection when necessary). | | <ul style="list-style-type: none"> • General Space and Creative Moves • Color Tag | <ul style="list-style-type: none"> • Games |
| Students will stay on task, follow instructions, pay attention, and see tasks through to completion. | <p>Student Self-Assessment Authentic Assessment of Independent Working Skills:</p> <ul style="list-style-type: none"> • Following Directions • Positive Sportsmanship • Self-Control • Respect for Others • Helping and Encouraging Others <p>Sample: Parachute Rubric</p> | <ul style="list-style-type: none"> • Partner Throw and Catch • The Great Race • Long Rope Turning in Pairs | <ul style="list-style-type: none"> • Catching and Throwing • Parachute • Jumping |
| Students will participate in sustained moderate to vigorous physical activity (e.g., an aerobics routine) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures. | Games Rubric | <ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction | <ul style="list-style-type: none"> • Games • Games • Building a Foundation |
| Students will explain the importance of stretching the large muscle groups through warm-ups before physical | <p>Sample debrief question: <i>What muscles do you</i></p> | <ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch | <ul style="list-style-type: none"> • Building a Foundation • Manipulatives |

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| activity. | <i>need to stretch before and after you run?</i> | <ul style="list-style-type: none"> • Stunts Introduction | <ul style="list-style-type: none"> • Balance, Stunts, and Tumbling |
| Students will recognize that the body needs activity for sustained amounts of time to improve the strength of the heart and lungs. | Sample debrief question: <i>How do your heart and lungs work together when you are exercising?</i> | <ul style="list-style-type: none"> • Fitness Introduction • Circuit Introduction • Oxygen Boogie | <ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games |
| Students will assess their degree of exertion in physical activities (e.g., by calculating their heart beat or breathing rate). | Sample debrief question: <i>Was your heart rate the same before, during, and after you exercised? How did it change?</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 |
| Students will participate in personal or group goal setting related to physical activity (e.g., to bring proper clothing for gymnastics, to bench step for two minutes). | Throwing and Catching Rubric | <ul style="list-style-type: none"> • Partner Throw and Catch • Soccer Golf • Long Rope Turning in Pairs | <ul style="list-style-type: none"> • Catching and Throwing • Kicking and Trapping • Jumping |
| Students will demonstrate appropriate interpersonal skills and respectful behaviour (e.g., displaying etiquette, playing fairly, co-operating) in physical activities. | Parachute Rubric | <ul style="list-style-type: none"> • Fly in the Web • Houdini Hoops • Line Boogie | <ul style="list-style-type: none"> • Parachute • ASAP • Manipulatives |
| Students will provide help to and ask for help from group members. | Parachute Rubric | <ul style="list-style-type: none"> • Fly in the Web • Houdini Hoops • Line Boogie | <ul style="list-style-type: none"> • Parachute • ASAP • Manipulatives |

SPARK Alignment with Ontario Physical Education Outcomes
(3-6 Version 2007)
Grade 3

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Fundamental Movement Skills By the end of Grade 3, students will: <ul style="list-style-type: none"> • Perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., dodging, chasing), manipulation (e.g., striking, hitting), and stability (e.g., balancing on equipment, performing rolls); • Demonstrate the principles of movement (e.g., in various body shapes; using sudden, sustained, fast, or slow movements) using locomotion/travelling, manipulation, and stability skills. | | | |
| Students will combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (e.g., selecting two ways to travel on a bench while performing a change in direction and level). | Sample: Create A Routine Observe student in movement activity at various speeds using different locomotor patterns and pathways. Can student move away from others in a changing environment without collisions? | <ul style="list-style-type: none"> • Tag • Grid Passing • Dribbling Partner Tag | <ul style="list-style-type: none"> • Chasing and Fleeing • Basketball • Soccer |
| Students will travel in various ways, and dodge stationary objects or | <ul style="list-style-type: none"> • Chasing and Fleeing | <ul style="list-style-type: none"> • Defense! • Partner Tag | <ul style="list-style-type: none"> • Hockey • Chasing and Fleeing |

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| opponents. | Performance Rubric <ul style="list-style-type: none"> Chasing and Fleeing Self-Check | <ul style="list-style-type: none"> Offense/Defense | <ul style="list-style-type: none"> ASAP |
| Students will throw a ball overhead using two hands, while stationary, to a large target or a stationary partner. | Basketball Skills Performance Rubric | <ul style="list-style-type: none"> Grid Basketball Mini-Basketball 5-Player Kickball | <ul style="list-style-type: none"> Basketball Basketball Aerobic Games |
| Students will catch, while stationary, objects of various sizes and shapes using two hands both above and below the waist (e.g., catch a nerf ball). | <ul style="list-style-type: none"> Football Self-Check Football Skills Performance Rubric | <ul style="list-style-type: none"> Partner Throw and Catch 4 Zone Football Grid Passing | <ul style="list-style-type: none"> Softball Football Basketball |
| Students will hit a slowly moving object (e.g., a ball or a balloon) using various parts of the body, directing it to a partner or a large target. | Volleyball Skills Performance Rubric | <ul style="list-style-type: none"> Intro to Forearm Pass Passing Pairs Passing Drills | <ul style="list-style-type: none"> Volleyball Volleyball Soccer |
| Students will jump for distance or height over low objects. | Stunts and Tumbling Self-Check (Jumping and Landing) | <ul style="list-style-type: none"> Track and Field Learning the Stunts Jump the Circuit | <ul style="list-style-type: none"> Aerobic Games Balance, Stunts, and Tumbling Jump Rope |
| Students will balance in different positions, using different body parts and levels (e.g., on and off gymnastics equipment, responding to stimuli in creative dance). | Stunts and Tumbling Learning Log | <ul style="list-style-type: none"> Learning the Stunts Stunts and Tumbling Circuit Create A Routine | <ul style="list-style-type: none"> Stunts and Tumbling Stunts and Tumbling Stunts and Tumbling |
| Students will move their bodies in | Stunts and Tumbling | <ul style="list-style-type: none"> Survivor | <ul style="list-style-type: none"> Fitness Challenges |

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| various ways (e.g., over, under, through, and around equipment). | Performance Rubric | Challenge <ul style="list-style-type: none"> • Stick With Me! • Stunts and Tumbling Circuit | <ul style="list-style-type: none"> • Cooperatives • Stunts and Tumbling |
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| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Active Participation | | | |
| <p>By the end of Grade 3, students will:</p> <ul style="list-style-type: none"> • Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., skipping to music); • Recognize the personal benefits of being physically active; • Acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits); • Follow safety procedures related to physical activity, equipment, and facilities. | | | |
| Students will participate vigorously in all aspects of the program (e.g., tag games, outdoor pursuits). | <ul style="list-style-type: none"> • Walk/Jog/Run Performance Rubric • Map Challenges Mileage Chart | <ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog | <ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities |
| Students will demonstrate an awareness of the importance of being physically active in their leisure time. | Personal Best Day: My Personal Best Progress and Goals Card | <ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit | <ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits |
| Students will describe the health benefits of participating in regular | Sample debrief question: | <ul style="list-style-type: none"> • Aerobic Dance • Tag Team | <ul style="list-style-type: none"> • Group Fitness • Walk, Jog Run |

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| physical activity (e.g., developing a strong heart and lungs). | Name some changes that take place in your body when you dance, jog, run, etc. | <p>Challenge</p> <ul style="list-style-type: none"> ● Moving Around the Track | <p>Activities</p> <ul style="list-style-type: none"> ● Map Challenges |
| Students will participate in sustained moderate to vigorous physical activity (e.g., power walking) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures. | Map Challenges Mileage Chart | <ul style="list-style-type: none"> ● Moving Around the Track ● Solo Aerobic Fitness Challenge ● Walk/Jog Switcheroo | <ul style="list-style-type: none"> ● Map Challenges ● Fitness Challenges ● Walk, Jog, Run Activities |
| Students will identify the new capabilities (skills) that result from improved physical fitness (e.g., being able to run farther, requiring shorter rest periods). | Sample debrief question: Why can you run farther, run faster, lift heavier objects, etc. now than you could 3 months ago? If you can't do 10 push-ups now, how do you know that you will be able to do them in the future? | <ul style="list-style-type: none"> ● Survivor Challenge ● Sport Moves Aerobics ● Pick A Card Circuit | <ul style="list-style-type: none"> ● Fitness Challenges ● Group Fitness ● Fitness Circuits |
| Students will assess their degree of exertion in physical activities (e.g., by taking a "talk test"). | Sample debrief question: How did your heart rate change when you were exercising as compared to your heart rate before you | <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 |

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| | started? How did your heart rate change when you finished? | | |
| Students will adopt an action plan based on an individual or group goal related to physical activity (e.g., power walking for one kilometer three times a week). | Personal Best Day: My Personal Best Progress and Goals Card | <ul style="list-style-type: none"> ● Personal Best Day ● Pedometer Activity ● Mixed Fitness Circuit | <ul style="list-style-type: none"> ● Personal Best Day ● Map Challenges ● Fitness Circuits |
| Students will demonstrate respect for the abilities and feelings of others (e.g., accepting everyone into the group). | Cooperative Skills Performance Rubric | <ul style="list-style-type: none"> ● Parachute Play ● Group Juggling ● Stick With Me! | <ul style="list-style-type: none"> ● Cooperatives ● Cooperatives ● Cooperatives |
| Students will follow the rules of fair play in games and activities (e.g., giving everyone a chance to play). | Cooperative Skills Performance Rubric | <ul style="list-style-type: none"> ● 5-Person Kick and Dribble ● Quidditch ● Air It Out | <ul style="list-style-type: none"> ● Soccer ● Aerobic Games ● Football |
| Students will communicate positively to help and encourage others. | Cooperative Skills Performance Rubric | <ul style="list-style-type: none"> ● Survivor Challenge ● Create a Dance ● Centipede Bucket Brigade | <ul style="list-style-type: none"> ● Fitness Challenges ● Dance ● Aerobic Games |

SPARK Alignment with Ontario Physical Education Outcomes
(3-6 Version 2007)
Grade 4

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Fundamental Movement Skills By the end of Grade 4, students will: <ul style="list-style-type: none"> • Perform the movement skills required to participate in lead-up games, gymnastics, dance, and outdoor pursuits: locomotion/travelling (e.g., sliding, gliding), manipulation (e.g., kicking, trapping), and stability (e.g., putting their weight on different body parts); • Demonstrate the principles of movement in acquiring and then beginning to refine movement skills (e.g., combining directions and levels in sequence). | | | |
| Students will combine locomotion/travelling skills in repeatable sequences, incorporating a variety of speeds and levels (e.g., in novelty dances, co-operative games). | Create a Dance | <ul style="list-style-type: none"> • Create A Dance • Create A Routine • Aerobic Dance | <ul style="list-style-type: none"> • Dance • Movement Bands • Group Fitness |
| Students will throw, both while stationary and while moving, a ball using a one-hand overhand motion to a partner or large stationary target, or pass (hand off) and receive an object (e.g., relaying a baton). | Softball Skills Performance Rubric | <ul style="list-style-type: none"> • Partner Throw and Catch • Target Throw • 4 Zone Football | <ul style="list-style-type: none"> • Softball • Softball • Football |
| Students will stop an object with the lower part of the body or with a piece of equipment (e.g., trapping a | <ul style="list-style-type: none"> • Soccer Skills Performance Rubric | <ul style="list-style-type: none"> • Passing Drills • Passing Drills • Corner to Corner | <ul style="list-style-type: none"> • Soccer • Hockey • Hockey |

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| ball or disc with the foot or a piece of equipment). | <ul style="list-style-type: none"> Hockey Skills Performance Rubric | Pass and Go | |
| Students will balance safely in a variety of static positions. | Stunts and Tumbling Self-Check | <ul style="list-style-type: none"> Look, Learn and Leave Stunts and Tumbling Circuit Create A Routine | <ul style="list-style-type: none"> Stunts and Tumbling Stunts and Tumbling Stunts and Tumbling |
| Students will grip, hang, and swing from equipment. | Not specifically addressed | | |
| Students will jump from a low height, using a variety of turns, shapes, and directions. | Stunts and Tumbling Self-Check (Jumping and Landing) | <ul style="list-style-type: none"> Learning the Stunts Stunts and Tumbling Circuit | <ul style="list-style-type: none"> Stunts and Tumbling Stunts and Tumbling |

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Active Participation | | | |
| By the end of Grade 4, students will: <ul style="list-style-type: none"> Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., tag games); Identify the benefits of physical fitness; Apply living skills – such as goal setting, conflict-resolution techniques, and interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully) – to physical activities (e.g., games, gymnastics, dance, outdoor pursuits); Demonstrate a variety of interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully); Follow safety procedures related to physical activity, equipment, and facilities. | | | |
| Students will participate vigorously in | Create a Dance | <ul style="list-style-type: none"> Create A Dance | <ul style="list-style-type: none"> Dance |

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| all aspects of the program (e.g., lead-up games, creative dance). | | <ul style="list-style-type: none"> ● Create A Routine ● Aerobic Dance | <ul style="list-style-type: none"> ● Movement Bands ● Group Fitness |
| Students will identify the factors that motivate participation in daily physical activity (e.g., fun, improved health, increased energy level). | <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 |
| Students will improve their fitness levels by participating in sustained moderate to vigorous physical activity (e.g., line dancing) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures. | <ul style="list-style-type: none"> ● Walk/Jog/Run Performance Rubric ● Map Challenges Mileage Chart | <ul style="list-style-type: none"> ● Aerobic Capacity Circuit ● Moving for Time ● Figure 8 Walk/Jog | <ul style="list-style-type: none"> ● Fitness Circuits ● Map Challenges ● Walk, Jog, Run Activities |
| Students will recognize that the health of the heart and lungs is improved by physical activity (e.g., aerobic activities to music). | <p>Sample debrief questions: <i>How often do you need to exercise to improve your aerobic endurance? For how long? How hard do you need to exercise? What types of exercises will improve your aerobic endurance?</i></p> | <ul style="list-style-type: none"> ● Aerobic Dance ● Pick A Card Circuit ● Survivor Challenge | <ul style="list-style-type: none"> ● Group Fitness ● Fitness Circuits ● Fitness Challenges |

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| <p>Students will recognize that muscle strength and endurance increase with exercise and physical activity.</p> | <p>Sample debrief questions: <i>Why is it beneficial to have strong muscles in the arms, chest, and back? Why can your performance improve when you strengthen your muscles?</i></p> | <ul style="list-style-type: none"> ● Muscular Strength and Endurance ● Fitness in the Middle ● Partner Muscular Strength and Endurance | <ul style="list-style-type: none"> ● Fitness Circuits ● Group Fitness ● Fitness Challenges |
| <p>Students will monitor their pulse rates before and after physical activity (e.g., locate and compare their pulses before and after taking part in physical activity, and explain the reasons for differences in pulse rates).</p> | <p>Sample debrief question: <i>What was your heart rate before you started the activity? What was your heart rate during the activity? What was your heart rate two minutes after the activity? Five minutes after?</i></p> | <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 |
| <p>Students will use a goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare an action plan, decide who can help, and identify how to know when the goal has been reached) related to physical activity.</p> | <p>Sample debrief questions: <i>Compare your fitness scores to the scores in the 'Healthy Fitness Zone'. How could you improve a score that fell short of the</i></p> | <ul style="list-style-type: none"> ● Personal Best Day ● Pedometer Activity ● Mixed Fitness Circuit | <ul style="list-style-type: none"> ● Personal Best Day ● Map Challenges ● Fitness Circuits |

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| | <i>'Healthy Fitness Zone'? Give an example of a short-term fitness goal. A long-term goal? How would you select goals appropriate for you?</i> | | |
| Students will follow the rules of fair play in games and activities (e.g., displaying good sports etiquette by maintaining self-control whether winning or losing). | Aerobic Games Performance Rubric | <ul style="list-style-type: none"> • Mini-Hockey • Mini-Basketball • Mini-Soccer | <ul style="list-style-type: none"> • Hockey • Basketball • Soccer |
| Students will demonstrate respectful behaviour towards others in the group (e.g., speaking kindly, refraining from hurtful comments, acknowledging others' ideas and opinions). | 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 |

SPARK Alignment with Ontario Physical Education Outcome
(3-6 Version 2007)
Grade 5

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Fundamental Movement Skills By the end of Grade 5, students will: Perform the movement skills required to participate in games, gymnastics, dance, and outdoor pursuits alone and with others: locomotion/travelling (e.g., running in patterns in game activities), manipulation (e.g., catching, throwing), and stability (e.g., transferring their weight); Demonstrate the principles of movement while refining their movement skills (e.g., matching the movements of a partner in a sequence). | | | |
| Students will perform a combination of locomotion/ travelling movements, incorporating a variety of speeds, in relationship to objects or others (e.g., square dancing, dodging or faking to escape or deceive an opponent). | <ul style="list-style-type: none"> ● Chasing and Fleeing Performance Rubric ● Chasing and Fleeing Self-Check | <ul style="list-style-type: none"> ● Keep Away (2 on 1) ● Defense! ● Partner Tag ● Hot Time | <ul style="list-style-type: none"> ● Aerobic Games ● Hockey ● Chasing and Fleeing ● Dance |
| Students will catch, while moving, objects of various sizes and shapes (e.g., balls, Frisbees) using one or two hands. | <ul style="list-style-type: none"> ● Flying Disc Skills Performance Rubric ● Flying Disc Self-Check | <ul style="list-style-type: none"> ● Grid Passing ● Corner to Corner Pass and Go ● Air It Out | <ul style="list-style-type: none"> ● Basketball ● Frisbee ● Football |
| Students will use a piece of | Racquets and Paddles | <ul style="list-style-type: none"> ● Stroke and Catch | <ul style="list-style-type: none"> ● Racquets and |

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| equipment to send and receive an object to a partner or a target (e.g., propel a ball with a scoop, hit a badminton bird with a racquet, pass a ball using a floor-hockey stick). | Skills Performance Rubric | <ul style="list-style-type: none"> • Paddle 2-Square • Hockey Hoopla | Paddles <ul style="list-style-type: none"> • Racquets and Paddles • Hockey |
| Students will stick-handle an object (e.g., a ball, a disc) while moving in different directions and at different speeds, alone or with a partner; hit a ball with various parts of the body (e.g., heading a soccer ball). | Hockey Skills Performance Rubric | <ul style="list-style-type: none"> • Defense! • Dribble Keep Away • Hockey Hoopla | <ul style="list-style-type: none"> • Hockey • Hockey • Hockey |
| Students will perform a sequence of movements (e.g., rolling, balancing, jumping, landing). | Create A Routine Stunts and Tumbling Learning Log | <ul style="list-style-type: none"> • Stunts and Tumbling Circuit • Create A Routine • Add-On | <ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling |
| Students will perform rotations, both single rolls and rolls in sequence, in a variety of directions on mats. | Create A Routine Stunts and Tumbling Learning Log | <ul style="list-style-type: none"> • Stunts and Tumbling Circuit • Create A Routine • Partner Switcheroo Stunt Hunt | <ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling |
| Students will transfer body weight in a variety of ways, using changes in direction and speed. | Create A Routine Stunts and Tumbling Learning Log | <ul style="list-style-type: none"> • Stunts and Tumbling Circuit • Create A Routine • Partner Switcheroo Stunt Hunt | <ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling |

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| Students will dismount safely from equipment (e.g., from a bench or box-horse). | Group Fitness Performance Rubric | <ul style="list-style-type: none"> • Bench Step Basics | <ul style="list-style-type: none"> • Group Fitness |
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| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Active Participation | | | |
| <p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> • Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., one-on-one or two-on-two soccer-type games); • Identify the components of physical fitness and describe physical activities that improve these components; • Apply living skills (e.g., goal setting, conflict-resolution techniques, and interpersonal skills that contribute to positive group interaction) to physical activities (e.g., games, gymnastics, dance, outdoor pursuits); • Follow safety procedures related to physical activity, equipment, and facilities. | | | |
| Students will participate vigorously in all aspects of the program (e.g., gymnastic stations, fitness circuit). | Aerobic Games Performance Rubric | <ul style="list-style-type: none"> • Keep Away (2 on 1) • Counting Catches • Raiders of the Ark | <ul style="list-style-type: none"> • Aerobic Games • Aerobic Games • Aerobic Games |
| Students will describe the factors that motivate participation in daily physical activity (e.g., seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities. | Personal Best Day: My Personal Best Progress and Goals Card | <ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Personal Best Day | <ul style="list-style-type: none"> • Soccer • Hockey • Personal Best Day |
| Students will improve their fitness levels by participating in sustained | Map Challenges Mileage Chart | <ul style="list-style-type: none"> • Moving Around the Track | <ul style="list-style-type: none"> • Map Challenges • Fitness Challenges |

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| <p>moderate to vigorous physical activity (e.g., rope skipping to music) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures.</p> | | <ul style="list-style-type: none"> ● Solo Aerobic Fitness Challenge ● Walk/Jog Switcheroo | <ul style="list-style-type: none"> ● Walk, Jog, Run Activities |
| <p>Students will describe the components of physical fitness and relate each component to an appropriate physical activity (e.g., cardiorespiratory - skipping; muscle endurance – abdominal crunches; muscle strength – push-ups; flexibility – sit and reach).</p> | <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"> ● Aerobic Dance ● Pick A Card Circuit ● Survivor Challenge | <ul style="list-style-type: none"> ● Group Fitness ● Fitness Circuits ● Fitness Challenges |
| <p>Students will assess their progress in fitness-enhancing activities at regular intervals (e.g., weekly monitoring of their pulses before and after running or completing exercise circuits).</p> | <p>Personal Best Day: My Personal Best Progress and Goals Card</p> | <ul style="list-style-type: none"> ● Personal Best Day ● Pedometer Activity ● Mixed Fitness Circuit | <ul style="list-style-type: none"> ● Personal Best Day ● Map Challenges ● Fitness Circuits |
| <p>Students will incorporate time-management and organizational skills in the goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare an action plan, decide who can help, and identify how to know when the goal has been reached) related to physical activity or personal fitness.</p> | <p>Sample debrief question: <i>Give an example of a short-term fitness goal. A long-term goal? How would you select goals appropriate for you?</i></p> | <ul style="list-style-type: none"> ● Personal Best Day ● Pedometer Activity ● Mixed Fitness Circuit | <ul style="list-style-type: none"> ● Personal Best Day ● Map Challenges ● Fitness Circuits |

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| <p>Students will follow the rules of fair play in games and activities (e.g., by displaying sports etiquette, by encouraging others with positive comments).</p> | <p>Cooperative Skills Performance Rubric</p> | <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 |
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SPARK Alignment with Ontario Physical Education Outcomes
(3-6 Version 2007)
Grade 6

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| <p>Fundamental Movement Skills</p> <p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> • Perform movement skills in the kind of combinations that are required in a variety of modified games, gymnastics, dance, and outdoor pursuits: <i>locomotion/travelling</i> (e.g., running, jumping, and hopping in combination, as performed in basketball or in a triple jump), <i>manipulation</i> (e.g., stepping sideways to get in position to bump or volley a ball, as performed in volleyball), and <i>stability</i> (e.g., running and jumping and landing, as in long jump); • Demonstrate the principles of movement while refining movement skills (e.g., combining body shapes and movements with changes in direction as in a dance or gymnastics routine). | | | |
| Students will perform a combination of locomotion/ travelling skills using equipment (e.g., navigating through obstacle courses, skiing, skating). | Fitness Challenges Performance Rubric | <ul style="list-style-type: none"> • Fitness Grids • Mixed Fitness Circuit • Solo Aerobic Fitness Challenge | <ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges |
| Students will demonstrate a variety of running techniques (e.g., sprints, cross-country runs). | Walk, Jog, Run Rubric | <ul style="list-style-type: none"> • Track and Field • Moving Around the Track • Walk/Jog Switcheroo | <ul style="list-style-type: none"> • Aerobic Games • Map Challenges • Walk, Jog, Run Activities |
| Students will kick balls of various sizes and shapes for distance and accuracy (e.g., punt a football, kick a | Soccer Skills Performance Rubric | <ul style="list-style-type: none"> • Punt, Pass, & Pitch • Golf • 5-Person Kick and | <ul style="list-style-type: none"> • Football • Soccer • Soccer |

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| soccer ball). | | <ul style="list-style-type: none"> Dribble Shooting Drills | |
| Students will throw an object overhand or side arm, using the partner for distance and accuracy. | Softball Skills Performance Rubric | <ul style="list-style-type: none"> Partner Throw and Catch Target Throw 4 Zone Football | <ul style="list-style-type: none"> Softball Softball Football |
| Students will demonstrate goal-tending skills (e.g., blocking, trapping, catching, clearing) with or without a piece of equipment. | Soccer Skills Performance Rubric | <ul style="list-style-type: none"> Defense! Defense! Shooting Drills | <ul style="list-style-type: none"> Hockey Soccer Soccer |
| Students will jump for height (e.g., vertical wall jump). | Stunts and Tumbling Self-Check (Jumping and Landing) | <ul style="list-style-type: none"> Learning the Stunts Stunts and Tumbling Circuit | <ul style="list-style-type: none"> Stunts and Tumbling Stunts and Tumbling |
| Students will perform locomotion/travelling and stability skills in combination (e.g., use a sprint approach and jump for distance, as in long jump). | Stunts and Tumbling Self-Check | <ul style="list-style-type: none"> Track and Field Create a Routine Add-On | <ul style="list-style-type: none"> Aerobic Games Stunts and Tumbling Stunts and Tumbling |
| Students will perform a variety of springing actions (e.g., spring into vertical rotations such as quarter-turns on the floor or springs to mounts on equipment). | Stunts and Tumbling Self-Check (Jumping and Landing) | <ul style="list-style-type: none"> Learning the Stunts Stunts and Tumbling Circuit | <ul style="list-style-type: none"> Stunts and Tumbling Stunts and Tumbling |

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Active Participation | | | |
| <p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> • Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., rope skipping to music); • Apply living skills, including interpersonal skills, in physical activities (e.g., games, gymnastics, dance, outdoor pursuits) and describe the benefits of using these skills in a variety of physical activities; • Follow safety procedures related to physical activity, equipment, and facilities, and begin to take responsibility for their own safety. | | | |
| Students will participate vigorously in all aspects of the program (e.g., cross-country running, co-operative games). | Aerobic Games Performance Rubric | <ul style="list-style-type: none"> • Keep Away (2 on 1) • Counting Catches • Raiders of the Ark | <ul style="list-style-type: none"> • Aerobic Games • Aerobic Games • Aerobic Games |
| Students will describe the factors that motivate participation in daily physical activity (e.g., the influence of friends, enthusiasm for the outdoors) and begin to consider them when making their own choices of physical activities. | Personal Best Day: My Personal Best Progress and Goals Card | <ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Personal Best Day | <ul style="list-style-type: none"> • Soccer • Hockey • Personal Best Day |
| Students will improve their personal fitness levels by participating in sustained moderate to vigorous physical activity (e.g., Ultimate Frisbee) for a minimum of twenty minutes each day, including appropriate warm-up and cool- | Map Challenges Mileage Chart | <ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Aerobic Dance | <ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Group Fitness |

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| down procedures. | | | |
| Students will assess their progress in fitness-enhancing activities at regular intervals (e.g., daily, weekly, or monthly monitoring of their pulses before and after active games, stretching, or push-ups). | Personal Best Day: My Personal Best Progress and Goals Card | <ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit | <ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits |
| Students will implement and revise as required plans of action to achieve personal fitness goals. | Sample debrief question: <i>Give an example of a short-term fitness goal. A long-term goal? How would you select goals appropriate for you?</i> | <ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit | <ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits |
| Students will follow the rules of fair play in games and activities, and support the efforts of peers to improve their skills. | 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 |

SPARK Alignment with Ontario Physical Education Outcome
(MS Version 2001)
Grade 7

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Fundamental Movement Skills By the end of Grade 7, students will: <ul style="list-style-type: none"> • Combine a variety of movement skills (locomotion/travelling, manipulation, and stability) in games, gymnastics, dance, and outdoor pursuits (e.g., basketball, flag football, gymnastics floor routines, novelty dances like the Alley Cat, orienteering); • Apply the principles of movement while refining movement skills (e.g., running into an open space to elude an opponent in soccer). | | | |
| Students will perform locomotion/travelling, manipulation, and stability skills in combination (e.g., in high jump: approaching the bar, taking off, and landing). | Basketball Skill Assessment (Extra Extra) | <ul style="list-style-type: none"> • Hurdle Practice • Long Jump Challenges • 3 Catch with Shot | <ul style="list-style-type: none"> • Track and Field • Track and Field • Basketball |
| Students will move to external stimuli, using a variety of steps, sequences, directions, and hand actions (e.g., square dancing, doing fitness routines). | Dance Assessment (Extra Extra) | <ul style="list-style-type: none"> • Red River Valley • The Electric Slide • Troika | <ul style="list-style-type: none"> • Dance • Dance • Dance |
| Students will send an object to a partner, to a target, or over a net, using a serve, an underhand throw | Volleyball Skill Assessment (Extra Extra) | <ul style="list-style-type: none"> • Circle Bump and Set • Keep It Up, Run | <ul style="list-style-type: none"> • Volleyball • Volleyball • Volleyball |

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| or pass, or an overhand throw or pass (e.g., a volleyball underhand serve, underhand bump pass, or overhand volley pass). | | <p>Around</p> <ul style="list-style-type: none"> • Bump to Partner | |
| Students will perform a variety of throws, passes, and shots after a faking motion. | Basketball Skill Assessment (Extra Extra) | <ul style="list-style-type: none"> • 3-Catch Basketball • Speedball • Small Sided Soccer | <ul style="list-style-type: none"> • Basketball • Field Games • Soccer |
| Students will intercept objects (e.g., balls, Frisbees) while moving in various directions and at different speeds. | Football Skill Assessment (Extra Extra) | <ul style="list-style-type: none"> • 3-Step Run With Defender • Ultimate Frisbee • Sideline Hockey | <ul style="list-style-type: none"> • Field Games • Frisbee • Hockey |
| Students will pass an object to a moving partner (e.g., using a chest pass, bounce pass, two-hand overhead pass, one-hand overhead pass) for distance and accuracy. | Basketball Skill Assessment (Extra Extra) | <ul style="list-style-type: none"> • Modified Full Court Games • Speedball • Group Passing with Defenders | <ul style="list-style-type: none"> • Basketball • Field Games • Field Games |
| Students will balance while moving from one static position to another on the floor and on equipment (gymnastics, dance). | Dance Assessment (Extra Extra) | <ul style="list-style-type: none"> • Tinkling | <ul style="list-style-type: none"> • Dance |
| Students will dismount from equipment and land safely and in control. | Apparatus stunts not addressed in 2001 version | | |
| Students will transfer their body weight to get over pieces of apparatus (e.g., vaulting). | | | |

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| <p>Active Participation</p> <p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> • Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., power walking, hiking); • Identify the benefits of each component of physical fitness (e.g., cardiorespiratory fitness – healthy heart and lungs); • Apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict-resolution techniques) in physical activities (e.g., games, gymnastics, dance, music, outdoor pursuits); • Transfer appropriate interpersonal skills (e.g., exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities; • Follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for their own safety. | | | |
| Students will participate vigorously in all aspects of the program (e.g., three-on-three basketball, aerobics). | SPARK Physical Activity Log | <ul style="list-style-type: none"> • Speedball • Moon Ball • Frisbee Speedball | <ul style="list-style-type: none"> • Field Games • Cooperative Games • Frisbee |
| Students will apply the factors that motivate their daily activities (e.g., competing, attaining improved fitness levels) to their personal action plans. | <ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan | <ul style="list-style-type: none"> • Estimation • Jogging • Rope Skipping | <ul style="list-style-type: none"> • Power Walk and Jog • Run USA • Jump Rope |
| Students will improve or maintain their personal fitness levels by participating in sustained moderate to vigorous fitness activity for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures. | <ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan | <ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Partner Jog | <ul style="list-style-type: none"> • Fun and Fitness Circuits • Dance • Power Walk and Jog |

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| <p>Students will identify the training principles that affect their fitness levels (e.g., frequency, intensity, time, and type – F.I.T.T.).</p> | <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"> ● Fitness Circuits ● Group Fitness ● Partner Jog | <ul style="list-style-type: none"> ● Fun and Fitness Circuits ● Dance ● Power Walk and Jog |
| <p>Students will assess their own levels of physical fitness on an ongoing basis, comparing with past performances, and apply the information to their personal goals.</p> | <ul style="list-style-type: none"> ● SPARK Physical Activity Log ● SPARK Action Plan | <ul style="list-style-type: none"> ● Fitness Circuits ● Group Fitness ● Partner Jog | <ul style="list-style-type: none"> ● Fun and Fitness Circuits ● Dance ● Power Walk and Jog |
| <p>Students will apply a goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare a access sources of support, and identify how to know when the goal has been reached) to short-term goals related to physical activity or personal fitness.</p> | <ul style="list-style-type: none"> ● SPARK Physical Activity Log ● SPARK Action Plan <p><i>* Personally Fit coming in 2010 revision</i></p> | <ul style="list-style-type: none"> ● Estimation ● Jogging ● Rope Skipping | <ul style="list-style-type: none"> ● Power Walk and Jog ● Run USA ● Jump Rope |
| <p>Students will participate fairly in games or activities (e.g., accepting and respecting decisions made by officials, whether they are students, teachers, or coaches).</p> | <p>Pair Share (Lesson Closure, Extra Extra)</p> | <ul style="list-style-type: none"> ● Group Moonball ● Group Passing Challenges ● Ultimate Frisbee | <ul style="list-style-type: none"> ● Cooperatives ● Field Games ● Frisbee |

SPARK Alignment with Ontario Physical Education Outcomes
(MS Version 2001)
Grade 8

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Fundamental Movement Skills By the end of Grade 8, students will: <ul style="list-style-type: none"> • Apply a variety of movement skills in combination and in sequence (locomotion/ travelling, manipulation, and stability) in physical activities (e.g., dance) and formal games (e.g., badminton, soccer); • Apply the principles of movement while refining movement skills (e.g., dribbling a ball quickly and slowly in basketball). | | | |
| Students will apply locomotion/travelling, manipulation, and stability skills in combination and in sequence in specific physical activities (e.g., in volleyball: moving into a ready position to contact the ball). | Volleyball Skill Assessment (Extra Extra) | <ul style="list-style-type: none"> • Circle Bump and Set • Keep It Up, Run Around • Bump to Partner | <ul style="list-style-type: none"> • Volleyball • Volleyball • Volleyball |
| Students will throw, pass, or shoot an object (e.g., a ball) to a partner or a target while being defended. | Basketball Skill Assessment (Extra Extra) | <ul style="list-style-type: none"> • 3-Step Run With Defender • Ultimate Frisbee • Sideline Hockey | <ul style="list-style-type: none"> • Field Games • Frisbee • Hockey |
| Students will shoot an object at a target (e.g., a basket or a goal) for distance and accuracy. | Basketball Skill Assessment (Extra Extra) | <ul style="list-style-type: none"> • Shooting • Putting to Targets • Frisbee Golf | <ul style="list-style-type: none"> • Basketball • Golf • Frisbee |
| Students will hit an object (e.g., a | Skill Assessment (Extra | <ul style="list-style-type: none"> • Wallball | <ul style="list-style-type: none"> • Handball/Wallball |

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| ball or badminton bird) using the hand or a piece of equipment, using backhand and forehand motions. | Extra) | <ul style="list-style-type: none"> • Strike Step Back • Strike to Wall | <ul style="list-style-type: none"> • Handball/Wallball • Handball/Wallball |
| Students will dribble a ball, using the dominant hand or foot, in different directions and at different speeds, while being defended. | Basketball Skill Assessment (Extra Extra) | <ul style="list-style-type: none"> • Dribble Keep Away • Dribble and Dodge • Dribble Keep Away | <ul style="list-style-type: none"> • Basketball • Hockey • Soccer |
| Students will perform movement skills in sequence (e.g., shoot or pass a ball from a dribble). | Basketball Skill Assessment (Extra Extra) | <ul style="list-style-type: none"> • Modified Full Court Games • Speedball • Small Sided Soccer | <ul style="list-style-type: none"> • Basketball • Field Games • Field Games |
| Students will balance in control while moving on and off equipment (e.g., step aerobics). | Stunts and bench aerobics not addressed in 2001 version (Will be addressed in 2010 version of MS curriculum) | | |
| Students will perform rolls and balances in sequence (e.g., consecutive straddle rolls to a front support balance). | | | |
| Students will perform rotations on equipment (e.g., front roll on a bench). | | | |

| Outcome | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
|---|--|--|---|
| Active Participation By the end of Grade 8, students will: <ul style="list-style-type: none"> • Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., aerobics to music); • Apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict-resolution techniques) in physical activities (e.g., games, gymnastics, dance, outdoor pursuits); • Transfer appropriate interpersonal skills (e.g., exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities; • Follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for personal safety. | | | |
| Students will participate vigorously in all aspects of the program (e.g., indoor soccer, cricket). | SPARK Physical Activity Log | <ul style="list-style-type: none"> • Speedball • Moon Ball • Frisbee Speedball | <ul style="list-style-type: none"> • Field Games • Cooperative Games • Frisbee |
| Students will apply the factors that motivate their daily activities (e.g., health benefits, interpersonal interaction) to positively influence others (e.g., family, friends, members of the community) to become physically active. | <ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan | <ul style="list-style-type: none"> • Estimation • Jogging • Rope Skipping | <ul style="list-style-type: none"> • Power Walk and Jog • Run USA • Jump Rope |
| Students will improve or maintain their fitness levels by participating in sustained moderate to vigorous fitness activity for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures. | <ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan | <ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Partner Jog | <ul style="list-style-type: none"> • Fun and Fitness Circuits • Dance • Power Walk and Jog |

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|---|---|--|---|
| Students will assess their personal levels of physical fitness on an ongoing basis comparing to past performances, and apply the information to their short- and long-term goals. | <ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan <p><i>* Personally Fit coming in 2010 revision</i></p> | <ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Partner Jog | <ul style="list-style-type: none"> • Fun and Fitness Circuits • Dance • Power Walk and Jog |
| Students will apply a goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare an action plan, determine and access sources of support, and identify how to know when the goal has been reached) to short- and long-term goals related to physical activity or fitness. | <ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan | <ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Partner Jog | <ul style="list-style-type: none"> • Fun and Fitness Circuits • Dance • Power Walk and Jog |
| Students will demonstrate respectful behaviour towards the feelings and ideas of others. | Pair Share (Lesson Closure, Extra Extra) | <ul style="list-style-type: none"> • Bodyguards • Houdini Hoops • Memory Ball | <ul style="list-style-type: none"> • Cooperative Games • Cooperative Games • Cooperative Games |
| Students will follow the rules of fair play and sports etiquette in games and activities (e.g., maintaining self-control whether winning or losing). | Pair Share (Lesson Closure, Extra Extra) | <ul style="list-style-type: none"> • Group Moonball • Group Passing Challenges • Ultimate Frisbee | <ul style="list-style-type: none"> • Cooperative Games • Field Games • Frisbee |