

# Preliminary Curriculum Considerations

## Physical Education Curriculum Description

The curriculum description is used to provide an overview of the curriculum being assessed. The PECAT coordinator or the entire PECAT committee can complete the curriculum description form.

### Curriculum Description Items

1. Name of Curriculum: SPARK (Sports, Play & Active Recreation for Kids)
2. Year developed or published: 1994 Year revised: 2010 (MS)
3. Publisher/Developer/Distributor Name: San Diego State University Foundation  
Sponsored by School Specialty and Sportime

Contact Person: The SPARK Programs

Address: 438 Camino Del Rio South, Suite 110 San Diego, CA 92108

Phone: 1 (800) SPARK PE fax (619) 293-7992

4. What are the overall goals or focus of the curriculum?  
The original study was created to reduce cardiovascular disease risk factors (e.g., obesity, high blood pressure, sedentary lifestyle) that often begin in childhood. Project SPARK evolved into the SPARK Programs, an organization dedicated to improving the quantity and quality of physical education for teachers and children everywhere. The SPARK programs are designed to involve all children, be more active, incorporate social skills, and emphasize both health-related fitness and skill development. It is designed to be a practical aid to elementary physical education providers—both specialists and classroom teachers--as a user-friendly document that can be **implemented in the “real world.”**
5. What grade levels does the curriculum address? (check all that apply)
  - Kindergarten
  - Grade 1
  - Grade 2
  - Grade 3

- Grade 4 X
- Grade 5 X
- **Grade 6 X**
- **Grade 7 X**
- **Grade 8 X**
- Grade 9 X
- Grade 10 X
- Grade 11 X
- Grade 12 X

\*While the SPARK curriculum addresses all grade levels, this specific analysis focuses on the Middle School curriculum for grades 6, 7, and 8.

6. How many lessons/sessions are in the curriculum?

#### Middle School (6-8) Curriculum:

Aligned with the NASPE and state content and performance standards, each unit is designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class. Each unit includes:

- ASAPs used for warm-ups prior to *Activities in each unit*. Once taught, ASAPs may be student-initiated and used before, during or after taking roll.
- Activities that are sequenced by level of difficulty. The *Extensions* on the backside of the activities allow you to modify or add to activities, according to the development and/or grade level of your students.

Each unit plan can be used as is, or modified to suit individual needs. Variables are many, including: number of students, fitness levels, duration of PE class, days per week taught, weather, facilities, equipment, etc. Units were created using a 5 PE classes-per-week unit model for 2-4 weeks – 10-20 lessons per unit. The Extensions provided on activities allow teachers to meet the changing needs of students as they become more skilled and fit.

#### **Units (Number of Lessons per unit)**

- ASAP (42 warm-up activities, some unit specific)
- Fitness (20)
- Basketball (17)
- Cooperatives (19)
- Dance (26)
- Flying Disc: (13)
- Football: (11)
- Golf (9)

- Handball (11)
- Hockey (14)
- Jump Rope (5)
- Racquets and Paddles (11)
- Soccer (15)
- Softball (8)
- Track (10)
- Volleyball (11)
- World Games (8)
- Stunts (5)

**Additional Activities:**

- Limited Space Activities
- Planner
- Personally Fit

7. Is use of this particular curriculum required by the school board or school superintendent's office?

N/A

8. Has the curriculum ever been reviewed by another committee?

**Don't know**

9. What guidance does the curriculum provide to notify parents and families about the curriculum or content of instruction?

**Parent Introductory Letter, Take Home Activities**

10. List the materials, tools, technology, and resources included in the curriculum (e.g., lesson plans, teaching aids such as posters, fitness assessment tools, slides or transparencies).

**SPARK Manual**

**Introductory Sections:** What You Have; How to Use It; Teaching SPARK PE

**Instructional Materials:**

**Units (Number of Lessons per unit)**

- ASAP (42 warm-up activities, some unit specific)

- Fitness (20)
- Basketball (17)
- Cooperatives (19)
- Dance (26)
- Flying Disc: (13)
- Football: (11)
- Golf (9)
- Handball (11)
- Hockey (14)
- Jump Rope (5)
- Racquets and Paddles (11)
- Soccer (15)
- Softball (8)
- Track (10)
- Volleyball (11)
- World Games (8)
- Stunts (5)

#### **Additional Sections/Resources/Instructional Materials:**

Limited Space Activities

Planner

Personally Fit

Sport Ed/Event

Adventure Races

Technology

Assessments:

- Level 1: Unit Post-Tests with 5 categories:
  - Skill-it! = Skill Analysis
  - In the Game = Strategy
  - Character Builders = Social Skills
  - Fitness Facts = Fitness
  - Make it Happen = Take Home Application
- Level 2: **Observed “participation”** is combined with Unit Post-Tests and 1 form of skill-based assessment:
  - Teacher Observation Rubrics (or)
  - Partner Checklists (or)
  - Self Checklists

- Level 3: **Observed “participation”** is combined with individual student portfolios that can include:
  - Unit Post-Tests
  - Skill-Based Assessments (including optional video assessments)
  - **“Coulda-Shoulda-Woulda” Character Ed Journaling Pages**
  - Create a Game Journaling Pages
  - Partner or Group Routines/Events (including optional video)
  - Heart Rate Monitor Logs
  - Pedometer Logs
  - Fitness Assessment Logs

**SPARK Instructional Media (on SPARKfamily.org and/or pre-printed in SPARKFolio):**

**Introductory Sections:** Teaching Strategies; Pedometer Introduction; Health-Related Fitness Introduction

**Instructional Materials:**

Logs, Planner Pages, Journaling Pages

Task Cards

Skill Cards

Assessments

**Resource Materials:**

Limited Equipment/Large Class Ideas

Inclusionary Strategies

Equipment Lists

Parent Introductory Letter

Expectation Cards

Tournament Samples

Yearly Plans

Blank Activity Card

Lesson Quality Checklists

About Workshops and Resources

Physical Education for the 21<sup>st</sup> Century

**Optional:**

**SPARK 6-8 Music CD**

**SPARKFOLIO** (box containing hard copies of all Instructional Materials from SPARKfamily.org, including laminated task cards, assessments, etc.)

## Accuracy Analysis

*Directions: The accuracy analysis should be completed by persons from the PECAT committee capable of assessing the accuracy of the health and scientific information in the written physical education curriculum. The following questions are starting points for consideration:*

- Are physical activities and skill activities within the written curriculum represented accurately (e.g., are flexibility exercises represented with accurate technique, form, and safety considerations) in pictures, graphs, and written text?
- Are the sources (e.g., research materials, references) of the physical education curriculum content made clear? If so, are they reputable sources (e.g., National Association for Sport and Physical Education publications)?

The original SPARK study was funded by the Heart, Lung, and Blood Institute of the National Institutes of Health. National and state guidelines, professional organizations (such as AAHPERD) and Healthy People Objectives for the Nation were some of the factors/resources considered during curriculum development. SPARK collaborators and web resources are included on the SPARKfamily.org website under **“Resource Materials.”**

- Are data, information, and sources of information up to date and accurately interpreted?

Up-to-date information (on physical education, physical activity, public health and physical fitness, NASPE Standards for Physical Education, NASPE Guidelines for Physical Activity, research benefits of physical activity, etc.) is included under Resource Materials on the Instructional Media Disc.

- Does the curriculum use accurate and appropriate terminology (e.g., “physical education class” versus “gym class”)? Yes
- Are information, examples, scenarios, etc., relevant to the students’ lives? Yes

## Acceptability Analysis

*Directions:* The acceptability analysis should be completed by people from the PECAT committee who are knowledgeable about the school expectations for physical education material; state and local school district policies, requirements, frameworks, and standards that guide physical education; and the physical education needs of students. Review the curriculum to determine whether there is anything in the curriculum (e.g., text, pictures, activities) that might:

Be incompatible with school norms, student needs, or perspectives of families and the community;

Promote biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics such as race, ethnicity, gender, religion, culture, or sexual orientation; or

Be inconsistent with state statutes, state or district policy, requirements, or standards.

*Some questions to consider when analyzing acceptability include the following:*

Does the curriculum address the physical education and physical activity needs of all students in the school, including those with disabilities and those who are not athletically gifted?

Each individual unit contains Inclusive Strategies for all activities. The SPARKfamily.org website includes a section that is a primer on differentiated learning and includes activities for students having special needs. Strategies are presented to create activity environments that enable every child, regardless of genetics, ability level, or gender, to feel successful every day.

Does the curriculum reflect the perspectives, diversity, and needs among students, families, and the community?

*Sample from 6-8 SPARK World Games Unit:*

Learning games and traditions from other cultures can be an enlightening experience with the potential to foster respect and other socially responsible behaviors that can last a lifetime. Many modern countries are multicultural in composition, with a blend of various traditions and values all within the same geographical borders. It's valuable for students to recognize and respect diverse aspects of their communities so that all of its citizens are able to contribute in a meaningful way. Therefore, Multicultural Education teaches students about the diversity found in the local and national community.

Likewise, Global Education teaches students about the diversity found at an international level. Students benefit by experiencing global diversity in a physical activity setting in order to foster respect for traditions and cultures that they may not otherwise discover around them. This unit can be used as

a blend of both Multicultural and Global Education and is aligned with NASPE and state content and performance standards. Students may already know and love some of the games and activities found in this unit. They may be experiencing others for the first time. Encourage students to explore their own communities for more multicultural ideas and challenge them to search the globe for games that keep the world healthy and active.

Does the curriculum address issues required by special statute or policy including the requirements identified in the physical education framework or course of study?

**SPARK alignment with individual state physical education content standards are available on the SPARK website.**

Is there curriculum information or material that violates physical education requirements or mandates?

**No**

Is there anything in the curriculum sponsorship, information, or materials that reflects an inappropriate marketing message or improper attempt to influence teachers and students (e.g., marketing a particular brand or product, advocating interest that might conflict with the school's mission, advocating an interest that conflicts with the physical education outcomes and objectives)?

**No**

## Feasibility Analysis

*The feasibility analysis should be completed by persons from the PECAT committee who know whether the physical education curriculum content, materials, and instructional strategies can be successfully implemented and utilized in local schools. Complete each item below. Record notes to justify scores and to inform PECAT committee discussions and decisions.*

1. The curriculum can be reasonably implemented within the capacity (e.g., level of training, certification in teaching physical education) of existing physical education teachers.

### **Yes**

Notes: The SPARK manual is designed to be a practical aid to Middle School Physical Education providers—both specialists and classroom teachers. SPARK provides support and consultation to purchasers of the curriculum, as well as free quarterly newsletters via e-mail and regularly scheduled “webinars”.

2. The curriculum can be implemented within the available instructional time.

### **Time can be adjusted**

Notes: Each unit plan can be used as is, or modified to suit individual needs. Variables are many, including: number of students, fitness levels, duration of PE class, days per week taught, weather, facilities, equipment, etc. Units were created using a 5 PE classes-per-week unit model for 2-4 weeks – 10-20 lessons per unit. The Extensions provided on activities allow teachers to meet the changing needs of students as they become more skilled and fit.

3. The curriculum can be implemented with the existing physical education facilities and equipment.  
Some activities call for specialized equipment. However, generic equipment will often work well.

## Affordability Analysis

*The affordability analysis should be completed by people who are knowledgeable about curriculum development, purchasing, implementation, and revision costs; costs in changing school operating procedures; and resources available for covering these costs. Complete each item below. Record notes to justify scores and inform PECAT committee discussions and decisions.*

### 1. What is the initial cost of curriculum materials?

Items	Unit Cost	Number of Units Needed	Total Initial Cost (Unit cost times number of units needed)
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)	\$ 299.99	1/teacher	\$
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)	\$		\$
Required consumable student materials	\$		\$
Other (e.g., parent materials; take-home items)	\$		\$
<b>Total Minimum Curriculum Purchase Costs</b>	\$ 299.99		\$
Optional supplementary materials (including suggested, but not required, consumable materials)	\$		\$
<b>Total Initial Curriculum Costs</b>	\$		\$

Notes and comments:

2. What is the cost of sustaining the curriculum materials annually?

Items	Unit Cost	Number of Units Needed	Total Annual Cost (Unit cost times number of units needed)
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)	\$		\$
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)	\$		\$
Required consumable student materials	\$		\$
Other (e.g., parent materials; take-home items)	\$		\$
<b>Total Minimum Curriculum Purchase Costs</b>	\$		\$
Optional supplementary materials (including suggested, but not required, consumable materials)	\$		\$
<b>Total Sustaining Curriculum Costs</b>	\$		\$

Notes and comments:

3. What are the additional **financial** costs related to curriculum implementation?

Additional staff	\$	Initial Cost Continuous Annual Cost
Professional development costs/ training fees	\$	Initial Cost Continuous Annual Cost
Paying substitutes to cover classes	\$	Initial Cost Continuous Annual Cost
Other	\$	Initial Cost Continuous Annual Cost
Other	\$	Initial Cost Continuous Annual Cost
<b>Total Additional Costs</b>	\$	

Notes and comments:

4. What funds are available for curriculum purchase and implementation?

SOURCE AMOUNT \_\_\_\_\_  
 \$ \_\_\_\_\_  
 \$ \_\_\_\_\_  
 \$ \_\_\_\_\_

Notes and comments:

5. Funding Summary:

Item	Initial Cost	Annual Cost
Costs of materials (note: <i>total initial</i> cost is found on page 27; <i>total annual</i> cost is found on page 28)	\$	\$
Additional costs for implementation (note: to find <i>initial</i> implementation costs, add all “initial costs” from question 3 on page 29; next, add all “annual costs” identified from question 3, page 29)	\$	\$
Funds available for purchase and implementation (add total amount available from question 4 on page 29)	\$	\$

Notes and comments:

6. Identify needed changes in staffing, facilities, professional development, and class schedule so that lessons and student assessment protocols in the curriculum can be implemented as written. Briefly note any changes that require a cost in dollars, time, or effort.

7. Consider any costs that would be involved in revising the curriculum to ensure that the content is accurate and acceptable (see notes on the accuracy analysis chart, page 18, and acceptability analysis chart, pg. 23).

Notes and comments: Notes and comments:

8. Based on the information above, score how affordable the curriculum appears to be.  
 (Write score in box below.)

- 4 = Definitely affordable
- 3 = Probably affordable
- 2 = Possibly affordable
- 1 = Probably *not* affordable
- 0 = Definitely *not* affordable

### Affordability Analysis Score

## Content Analysis for Standard 1 Grades 6-8

The content analysis for standard 1, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

***Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities***

Fully  
Partially  
No  
2 1 0

***Does the curriculum include:***

Specific lessons on advanced forms of movement skills including locomotor (e.g., run), nonlocomotor, and manipulative (e.g., striking an object with another object) skills?

2 x x

Specific lessons on advanced specialized motor skills such as batting, tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports?

2 x x

Specific lessons on the combination of two or more specialized or fundamental movement forms, such as dribbling and passing or receiving and passing an object against a defender?

2 x x

Specific lessons on rhythm or dance, such as combining traveling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow?

2 x x

Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?

2 x x

**\*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK PE (Grade Level Modifications)**

**Content Analysis Score for Standard 1 (Grades 6-8) = 10** (Add the numbers across for the total score and place this **SCORE** on scorecard, page 101.)

\* **Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 2 Grades 6-8

The content analysis for standard 2, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Fully  
Partially  
No  
2 1 0

***Does the curriculum include:***

Specific lessons on critical features of movement forms, such as teaching students about the critical features of overhand tennis serve, golf swing, or basketball shooting?

2 x x

Specific lessons on movement concepts, including game tactics for invasion and net activities?

2 x x

**Example: “Think Aouts...” jncluded in each activity address the cognitive knowledge associated with movement concepts, principles, and strategies.**

Specific lessons about the mechanics of movement, such as air and water resistance, relationships between spin and rebound, gravity, and friction?

2 x x

**Example: *Skill Builders* reinforce that practice makes students better; *Cues* and “*Think Aouts*” included in each activity reinforce concepts of motor learning.**

Specific lessons on motor learning and motor development concepts (e.g., discussing the role of long-term memory in physical movements, speed and accuracy tradeoff, the role of physical abilities in performing movement)?

x 1 x

Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or

2 x x

tactic should be introduced and subsequently taught?

**\*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK PE (Grade Level Modifications)**

**Content Analysis Score for Standard 2 (Grades 6-8) = 9** (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

**\* Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 3 Grades 6-8

The content analysis for standard 3, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

Fully  
Partially  
No  
2 1 0

***Does the curriculum include***

Specific lessons that teach students how to identify opportunities for participation in moderate to vigorous physical activities in both school and non-school settings?

2 x x

Specific lessons that stress the importance of using results of fitness assessments to establish personalized physical activity programs that reflect personal goals and interests?

2 x x

Specific lessons that teach students how to select and utilize practice procedures and training principles appropriate for the physical activity goals that they set?

2 x x

Specific lessons that teach students how to independently participate in physical activity monitoring (e.g., through pedometers or activity logs) and regulate physical activity behavior by using appropriate fitness and movement principles?

2 x x

Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?

2 x x

**\*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK PE (Grade Level Modifications)**

**Content Analysis Score for Standard 3 (Grades 6-8) = 10** (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

\* **Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 4 Grades 6-8

The content analysis for standard 4, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

**Standard 4: Achieves and maintains a health-enhancing level of physical fitness**

Fully
Partially
No
<u>2 1 0</u>

***Does the curriculum include***

Specific lessons on how to assess personal fitness status for each component of fitness and use this information to develop individualized physical fitness goals with little help from the teacher?

2 x x

**\*Personally Fit**

Specific lessons on basic principles of training (e.g., threshold, overload, specificity) and how these principles can be used to improve one’s level of physical fitness?

2 x x

Specific lessons that provide opportunities for students to participate in and effectively monitor physical activities that improve each component of fitness?

2 x x

Specific lessons that teach students about how each component of physical fitness is related to their overall fitness status?

2 x x

Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?

2 x x

**\*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK PE (Grade Level Modifications)**

**Content Analysis Score for Standard 4 (Grades 6-8) = 10** (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 5 Grades 6-8

The content analysis for standard 5, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings

Fully  
Partially  
No  
2 1 0

***Does the curriculum include***

Content that addresses and emphasizes the role of personal reactions during interactions with others as well as the importance of supportive behavior and social skills?

2 x x

General guidance and specific lessons that ask students to engage in teaching rules, protocol, and etiquette of various sports and games played during physical education?

2 x x

Specific lessons that allow physical educators to teach students how to apply safety issues and protocols that exist within sports, games, and other physical activities outside of physical education class?

2 x x

Specific lessons on teaching students inclusive behaviors and accommodations for individual differences in a variety of physical activity settings? **Not specific lessons per se, but concepts are embedded within lessons throughout curriculum.**

2 x x

Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?

2 x x

**\*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK PE (Grade Level Modifications)**

**Content Analysis Score for Standard 5 (Grades 6-8) = 10** (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

\* **Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the

question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 6 Grades 6-8

The content analysis for standard 6, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 6.

***Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction***

Fully  
Partially  
No  
2 1 0

***Does the curriculum include***

Specific lessons about the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures?

2xx

**The SPARK Dance unit includes cultural dances. Several dances in this unit include Social Studies Academic Integrations such as Geographical History, Culture, and American History.**

Specific lessons that allow students to increase their opportunities for improved self-confidence and self-esteem through physical activity?

2xx

**\*Cooperatives**

Specific lessons that enable students to experience avenues of self-expression provided by activities such as dance, gymnastics, and other forms of artistic movement?

2xx

**Examples: Create a Dance, Create a Routine**

Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?

2xx

Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?

2xx

\*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK PE (Grade Level Modifications)

**Content Analysis Score for Standard 6 (Grades 6-8) = 10** (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

\* **Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Template for Additional Standards for Content Analysis, Grades 6-8

**Standard:** *Write out the additional physical education standard below.*

*To complete the following section, identify the four main components that are essential for students to know or be able to do to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.*

***Does the curriculum include***

Fully  
Partially  
No  
2 1 0

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x x x  
x x x  
x x x  
x x x  
x x x

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

**Content Analysis Score**

+ + = (Add the

numbers across for the total score and place score on scorecard, page 101.)

\* **Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Student Assessment Analysis for Standard 1 Grades 6-8

The student assessment analysis for standard 1, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

***Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities***

Fully  
Partially  
No  
2 1 0

***Does the curriculum include***

Protocols for assessing advanced forms of movement skills including nonlocomotor and manipulative, such as asking students to demonstrate striking an object with another object (e.g., striking a ball with a bat)?

2 x x

Protocols for assessing students skill level in specialized movement skills, such as having students demonstrate a tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports?

2 x x

Protocols for assessing students skill level in the combination of two or more specialized or fundamental movement forms, such as asking students to demonstrate dribbling and passing or receiving and passing an object against a defender?

2 x x

Protocols for assessing students’ ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the ability to perform a routine using manipulative equipment to music). 2 x x

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

2 x x

**\*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK PE (Grade Level Modifications)**

Student Assessment Score for Standard 1 (Grades 6-8) = **10**

(Add the numbers across for the total score and place score on scorecard, page 101.)

\* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

# Student Assessment Analysis for Standard 2

## Grades 6-8

The student assessment analysis for standard 2, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

***Standard 2:*** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

	Fully	Partially	No
	2	1	0
<b><i>Does the curriculum include</i></b>			
Protocols for assessing students’ ability to explain and demonstrate the critical features of movement forms, such as the features of the overhand tennis serve, golf swings, or basketball shooting?	2	x	x
Protocols for assessing advanced movement concepts, such as asking students to explain and demonstrate game tactics for invasion and net activities?	2	x	x
Protocols for assessing a variety of concepts of the mechanics of movement, such as asking students to explain the concepts of air and water resistance or relationships between spin and rebound?	2	x	x
Protocols for assessing students’ ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of long-term memory in physical movements, speed and accuracy tradeoff, and the role of physical abilities in performing movement?	2	x	x
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	2	x	x
<b>*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK</b>			

PE (Grade Level Modifications)

**Student Assessment Score for Standard 2 (Grades 6-8) = 10**

(Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

\* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 3 Grades 6-8

The student assessment analysis for standard 3, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

### *Standard 3: Participates regularly in physical activity*

Fully  
Partially  
No  
2 1 0

#### *Does the curriculum include*

Protocols for assessing students’ ability to identify opportunities for participation in moderate and vigorous physical activities in school and nonschool settings (e.g., ask students to record community-based physical activities they participated in)?

2 x x

**\*Logs, Journaling Pages**

Protocols for assessing students’ ability to use fitness assessment results to establish personal physical activity programs to reflect personal goals and interests?

2 x x

Protocols for assessing students’ knowledge about basic concepts within principles of training and how to apply them when establishing personal physical activity goals?

2 x x

Protocols for assessing students’ ability to independently self-monitor and regulate physical activity behavior (e.g., asking students to record daily physical activity and explain how any adjustments were made to regulate behavior)?

2 x x

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

2 x x

**\*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK PE (Grade Level Modifications)**

**Student Assessment Score for Standard 3 (Grades 6-8) = 10**

(Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

\* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 4 Grades 6-8

The student assessment analysis for standard 4, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

***Standard 4: Achieves and maintains a health-enhancing level of physical fitness***

Fully  
Partially  
No  
2 1 0

***Does the curriculum include***

Protocols for assessing students’ knowledge about and ability to assess personal fitness and eventually use the information to establish personalized fitness plans?

2 x x

**\*Personally Fit**

Protocols for assessing students’ knowledge about the basic concepts within various principles of training (e.g., threshold, overload, specificity) and how to apply the principles to their own programs for improving personal fitness?

2 x x

Protocols for assessing students’ capacity to participate in activities for improving each component of fitness, without undue fatigue (e.g., asking students to demonstrate the ability to maintain a circuit training session for improving cardiorespiratory endurance and muscular strength)?

2 x x

Protocols for analyzing students’ personal health-related fitness programs, including an analysis of their ability to monitor their own heart rate, perceived exertion, and breathing rate?

2 x x

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

2 x x

**\*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK PE (Grade Level Modifications)**

## Student Assessment Score for Standard 4 (Grades 6-8) = 10

(Add the numbers across for the total score and place score on scorecard, page 101.)

\* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 5 Grades 6-8

The student assessment analysis for standard 5, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings

Fully  
Partially  
No  
2 1 0

***Does the curriculum include***

Protocols for assessing students’ ability to work in groups, apply problem solving skills (e.g., during an orienteering activity), and utilize conflict resolution skills?

2 x x

Protocols for assessing student knowledge and skills in teaching (e.g., asking students to teach their peers) and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?

2 x x

Protocols for assessing student knowledge of and ability to apply safety protocols to a variety of activities and sports they participate in during and outside of physical education (e.g., asking students to explain, through written format, how safety protocols were important during a family bike ride)?

2 x x

Protocols for analyzing students’ personal and social respect regarding individual differences within and outside of physical education, such as observing students’ social behavior during class?

2 x x

**\*Character Builders**

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

2 x x

**\*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK PE (Grade Level Modifications)**

**Student Assessment Score for Standard 5 (Grades 6-8) = 10**

(Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

\* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 6 Grades 6-8

The student assessment analysis for standard 6, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 6.

***Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction***

	Fully	Partially	No
	<u>2</u>	<u>1</u>	<u>0</u>
<p><b><i>Does the curriculum include</i></b>            Protocols for assessing students’ knowledge about the role of physical activity in group and larger social interactions, such as asking students to identify and explain the social role of games played in cultures across the world?  <b>*World Games Unit</b></p>	2	x	x
<p>Protocols for assessing students’ ability to self-select appropriate physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?</p>	2	x	x
<p>Protocols for assessing students’ ability to identify the importance of self expression through movement, such as asking students to explain and demonstrate certain types of dance and gymnastics?</p>	2	x	x
<p>Protocols for assessing students’ ability and motivation to identify new challenges in physical activity, such as asking students to create a new game or sport?</p>	2	x	x
<p>Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?  <b>*Included in yearly plans, sample unit plans, extensions, and Teaching SPARK PE (Grade Level Modifications)</b></p>	2	x	x

**Student Assessment Score for Standard 6 (Grades 6-8) = 10**  
 (Add the numbers across for the total score and place SCORE on scorecard, page

101.)

\* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

# Template for Additional Standards for Student Assessment Analysis, Grades 6-8

**Standard:** *Write out the additional physical education standard below.*

*To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.*

*Does the curriculum include*

Fully  
Partially  
No  
2 1 0  
x x x  
x x x  
x x x  
x x x  
x x x

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Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

x x x

**Student Assessment Analysis Score**                      + + =    (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

\* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **No:** Does not include any protocol for assessing student performance.

## SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES Grades 6-8

To complete the scorecard for content and student assessment analyses (grades 6-8), transfer the individual scores for each standard from the preceding pages.

<i>NATIONAL STANDARD</i>	<i>CONTENT ANALYSIS SCORE</i>	<i>STUDENT ASSESSMENT ANALYSIS SCORE</i>
1	10	10
2	9	10
3	10	10
4	10	10
5	10	10
6	10	10
<i>ADDITIONAL STANDARDS</i>		

*Note:* Add each of these scores to the overall PECAT scorecard on page 173.